DOCUMENT RESUME

ED 274 914 CG 019 418

TITLE	Health and Personal Life Skills: Junior High School Curriculum Guide.
INSTITUTION	Alberta Dept. of Education, Edmonton. Curriculum Branch.
PUB DATE	86
NOTE	253p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Adolescent Development; Career Exploration; Curriculum Guides; Foreign Countries; *Health Education; *Instructional Materials; Interpersonal Relationship; *Junior High Schools; Junior High School Students; Self Concept; Sexuality; *Student Development
IDENTIFIERS	Alberta

ABSTRACT

This document presents a health curriculum guide for junior high school students in Alberta, Canada. The introduction discusses the program rationale, curriculum themes, goals, a decision-making model, time allocations of program components, content overlap, characteristics of adolescent development, and the exceptional student. Ways to develop desirable personal characteristics are examined and issues concerning families; school, home, and community involvement in health education; and human sexuality are addressed. Learning resources, inservice for the Health and Personal Life Skills Curriculum, and evaluation are also described. The five themes of the curriculum are identified: (1) self-awareness and acceptance; (2) relating to others; (3) life careers; (4) body knowledge and care; and (5) human sexuality (optional). A 24-page table outlines the scope and sequence of themes for grades seven, eight, and nine. The remainder of the guide is color-coded and contains information on each theme and sub-theme by grade. For each sub-theme, general objectives, instructional objectives, content, and learning resources are listed. The appendix includes 13 supplementary learning resources organized by grade and curriculum theme. (NB)

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Junior High School

CURRICULUM GUIDE

ED274914

Health and Personal Life Skills

CG 019418

1986 Edition

Curriculum

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HEALTH AND PERSONAL LIFE SKILLS

Curriculum Guide

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ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Curriculum Branch.
Health and personal life skills : curriculum guide.
-- 1986 ed. --

Cover title: Health and personal life skills.
At head of title: "A curriculum guide for junior high schools."
ISBN 0-920794-17-3

1. Health education--Alberta--Curricula. 2. Conduct of life--Alberta--Study and teaching. I. Title.

QP41.A42 1986 613.07

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS iv

INTRODUCTION

A. Program Rationale and Philosophy 1
B. Themes of the Health and Personal Life Skills Curriculum . 4
C. Goals and Objectives 6
D. Decision-Making Model 10
E. Time Allocation of "Required" and "Elective" Components . . 10
F. Content Overlap 12
G. Characteristics of Adolescent Development 13
H. The Exceptional Student 15
I. Developing Desirable Personal Characteristics 16
J. Families 17
K. School, Home and Community Involvement in Health Education 17
L. Human Sexuality - Theme V (Optional) 18
M. Learning Resources 19
N. Inservice for the Health and Personal Life Skills Curriculum 26
O. Evaluation 28

SCOPE AND SEQUENCE 29

GRADE 7

THEME I: Self-Awareness and Acceptance
Sub-theme A: Self 53
Sub-theme B: Feelings 59
Sub-theme C: Decision-Making 63

THEME II: Relating to Others
Sub-theme A: Peers 67
Sub-theme B: School 70

THEME III: Life Careers
Sub-theme A: Career Awareness and Preparation . 73
Sub-theme B: Career Planning 76

THEME IV: Body Knowledge and Care
Sub-theme A: Body Systems 79
Sub-theme D: Safety and Emergency Procedures . 81
Sub-theme E: Personal Wellness 85
Sub-theme F: Cleanliness (Optional) 91
Sub-theme G: Drug Use and Abuse 95

Page

THEME V: Human Sexuality (Optional)
Sub-theme A: Puberty 104
Sub-theme B: Reproduction 108
Sub-theme C: Decision-Making 110

GRADE 8

THEME I: Self-Awareness and Acceptance
Sub-theme A: Self 113
Sub-theme B: Feelings 119
Sub-theme C: Decision-Making 123

THEME II: Relating to Others
Sub-theme A: Peers 127
Sub-theme C: Family 131

THEME III: Life Careers
Sub-theme A: Career Awareness and Preparation . 135
Sub-theme B: Career Planning 138

THEME IV: Body Knowledge and Care
Sub-theme B: Nutrition 141
Sub-theme D: Safety and Emergency Procedures (Elective) 149
Sub-theme G: Drug Use and Abuse 153

THEME V: Human Sexuality (Optional)
Sub-theme A: Puberty 162
Sub-theme B: Reproduction 165
Sub-theme C: Decision-Making 167

GRADE 9

THEME I: Self-Awareness and Acceptance
Sub-theme A: Self 173
Sub-theme B: Feelings 182

THEME II: Relating to Others
Sub-theme A: Peers 189
Sub-theme C: Family 192

THEME III: Life Careers
Sub-theme A: Career Awareness and Preparation . 197
Sub-theme B: Career Planning 201

THEME IV: Body Knowledge and Care
Sub-theme C: Physical Fitness 207
Sub-theme H: Health Care Products and Services. 210

Page

THEME V: Human Sexuality (Optional)
Sub-theme A: Puberty 216
Sub-theme B: Reproduction 218
Sub-theme C: Decision-Making 220

APPENDIX:

Appendix A: Supplementary Learning Resources 225

ACKNOWLEDGEMENTS

Alberta Education acknowledges the contribution of the following:

Ad Hoc Curriculum Committee for Secondary Health

Carol Cameron	- Alberta Community and Occupational Health, Edmonton
Gus Cooper	- Alberta Education, Edmonton
George Crothers	- Alberta Transportation, Edmonton
Barbara Davis	- Alberta Alcohol and Drug Abuse Commission, Red Deer
Bill Gordon	- Bev Facey Composite High School, Sherwood Park
Harry Hohol	- Edmonton Public School Board, Edmonton
Ardis Kamra	- Alberta Education, Edmonton
Brian Lesiuk	- Alberta Correspondence School, Barrhead
Heidi Liepold	- Alberta Social Services and Community Health, Edmonton
Lash MacLeod	- Alberta Federation of Home and School Associations
Dorothy MacPherson	- Lethbridge Public School Board
Donna Mitchell	- County of Strathcona #20
Rob Paul	- Alberta Federation of Home and School Associations
Valerie A. Perry	- Alberta Education, Edmonton
Margaret Simpson	- Grande Prairie Composite High School, Grande Prairie
Cheryl Snider	- Canadian Red Cross Society, Calgary
Ron Staines	- Sherwood Community School, Calgary
Bruce Stewart	- Alberta Education, Red Deer
Anne Tomcala	- McCoy High School, Medicine Hat
Ted Wigglesworth	- Camrose Composite High School, Camrose

Ad Hoc Learning Resources Committee for Secondary Health

Dale Boddy	- Provost School Division #33
Eunice Easton	- Grande Prairie Public School Board
Ardis Kamra	- Alberta Education, Edmonton
Dorothy McPherson	- Lethbridge Public School Board
Tony Makowski	- St. Stephen School, Calgary
Glen S. Manyluk	- Red Deer Regional Office, Alberta Education
Helen Siemens	- Calgary Board of Education, Calgary

Health and Physical Education Curriculum Coordinating Committee

Michel J. Boulanger	- Holy Cross & Rockyview Hospitals, Calgary
Andrea Borys	- The University of Alberta, Edmonton
Pat Brand	- The University of Alberta, Edmonton
Irene Bruzga	- Calgary Public School District #19
Dan Cooney	- Red Deer Regional Office, Alberta Education
Lynn Edwards	- Edmonton Regional Office, Alberta Education
Douglas A. Hemstreet	- James Fowler High School, Calgary
Ed Henderson	- Lethbridge Public School District #51
Tom Iannone	- East Smoky School Division #54
Barbara Jones	- Alberta Community and Occupational Health, Edmonton
Pat Komanchuk	- St. Francis School, Lethbridge
Kip Kurylo	- Hillside Community School, Grande Prairie
Colin Lumby	- University of Calgary, Calgary
Ken McKenna	- Calgary Regional Office, Alberta Education
Arnold Murray	- Queen Elizabeth II Hospital, Grande Prairie
Deborah A. Rowley	- Our Lady of the Prairie School, Edmonton
Alvin Sehn	- Rocky Mountain School Division #15

Don Hepburn, Acting Associate Director of Curriculum (Health and Physical Education) from September 1, 1982 to March 11, 1983.

Laura Mann, Acting Associate Director of Curriculum (Health and Physical Education) from July 1, 1983 to July 31, 1985.

Jim Brackenbury, Associate Director of Curriculum, Junior High Programs from July 1, 1985.

INTRODUCTION

A. PROGRAM RATIONALE AND PHILOSOPHY

Each person begins life with unique characteristics, capabilities and limitations, and the potential to grow as a creatively productive person. Increasingly, however, the social environment becomes the major influence on a person's development: intellectual, social/personal, ethical/moral and physical.

As a contributor to the environment of adolescents, the school has a responsibility to assist young adults to see themselves, and others, as unique and important individuals. A health program which encompasses the multi-dimensional nature of the person, assists students to recognize their potential and to become aware of the alternatives that will enhance their personal lifestyles.

Health Learning Model

The rationale for Health and Personal Life Skills as a subject taught in Alberta schools is based on The Goals of Basic Education for Alberta as adopted by the Alberta Legislative Assembly in 1978 and the Guiding Principles for Secondary Education in Alberta as found in the Secondary Education in Alberta policy statement, issued in June 1985.

The Goals of Basic Education for Alberta states:

"Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals."

Two of the "Goals of Schooling" provide the basis for the Health and Personal Life Skills program:

- "Acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being."
- "Acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work."

The guiding principles for Secondary Education in Alberta are consistent with the following statement:

> "The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community."
>
> "Achieving the aim of education is not the sole responsibility of schools. The responsibility for educating young people is widely shared within the community."

The Health and Personal Life Skills program encourages the involvement of community agencies. To promote accurate information exchange and to encourage ongoing health education it is important to involve parents and community resource persons in the health program. Health education is a responsibility shared with the home and community.

As principle #1 of the Secondary Education Review policy statement says, "The secondary school, in cooperation with other agencies in society, must assist each student to become a competent, confident and responsible individual."

The curriculum is organized to "accommodate the developmental needs of students while preparing them to live in a highly complex and changing society".

This is consistent with principles #2 and #3 of the Secondary Education Review Policy Statement: "Secondary schools must prepare students for responsible citizenship in a society which is changing constantly."

Through remediation and enrichment suggestions and with adherence to tolerance and understanding guidelines, the Health and Personal Life Skills curriculum recognizes and attempts to "meet the wide range of needs and abilities of students".

To deal effectively with today's health problems, students must understand the many factors which influence the decisions they make, such as peer influence, advertising, and family and community values. Moreover, they must be aware of the decision-making process, and learn decision-making skills. In this regard, they must be aware of the importance of values which guide the decisions they make.

Because values play such an important role in decision-making, they form an important part of the health curriculum. There are learning objectives which examine the nature of decision-making and the role of values, to help students to understand the place of values in their own lives. The following Table 1 gives examples from the curriculum guide.

TABLE 1

Examples of "values" content throughout the Health and Personal Life Skills curriculum.

GRADE	Theme Sub-theme	CONTENT
7	**I) Self-Awareness and Acceptance** A) Self	Self-esteem assumes that one has value but does not hold an attitude of superiority.
7	**II) Relating to Others** A) Peers	Qualities of a friend: dependable, loyal, honest, helpful, caring, sincere.
7	**III) Life Careers** A) Career Awareness and Preparation	Factors aiding career decisions: work-related values.
7	**IV) Body Knowledge and Care** E) Personal Wellness	Lifestyle choices for disease prevention.
7	**V) Human Sexuality** (optional) A) Puberty	Influence of puberty on relationships.
8	**I) Self-Awareness and Acceptance** B) Feelings	Managing feelings: appropriate and constructive ways of expressing feelings.
8	**II) Relating to Others** C) Family	Family functions: material, emotional, intellectual. Family roles: provider, nurturer, confidante.
8	**III) Life Careers** A) Career Awareness and Preparation	Influence of occupations on life-style: where one lives, social status, respect and recognition.
8	**IV) Body Knowledge and Care** G) Drug Use and Abuse	Influence of drug use on lifestyles.
8	**V) Human Sexuality** (optional) C) Decision-Making	External influences on attitudes towards sexuality.
9	**I) Self-Awareness and Acceptance** B) Feelings	Importance of developing flexible outlooks and behaviors.
9	**II) Relating to Others** A) Peers	Friendships: relationships develop according to mutual needs, expectations and values.
9	**III) Life Careers** B) Career Planning	Preparation for high school and future life careers.
9	**IV) Body Knowledge and Care** H) Health Care Products and Services	Responsible health consumerism.
9	**V) Human Sexuality** (optional) C) Decision-Making	Shared personal responsibility and the right to say "no".

B. THEMES OF THE HEALTH AND PERSONAL LIFE SKILLS CURRICULUM

The junior high Health and Personal Life Skills curriculum is arranged around five themes. Each theme has a general focus:

THEME I: Self-Awareness and Acceptance

In an attempt to provide young people with opportunities to develop attitudes of self-awareness and acceptance, Theme I relates to three basic areas of interest:

1. The self.
2. Feelings.
3. Decision-making skills.

THEME II: Relating to Others

Skills in interpersonal relationships can aid the individual in making decisions about behaviour that allow the person to feel good about himself/herself and function positively within his/her environment.

All individuals have basic needs including the needs for:

1. Safety, security and trust in relationships.
2. A feeling of being cared about and valued.
3. Feeling that one belongs and is accepted by others.

THEME III: Life Careers

What people do with the time available in the total process of living becomes their life career. There is a need to recognize that ongoing technological changes may free humankind from many of the routine tasks and drudgeries of the workplace to become involved in new styles of time investment which, in turn, will change economic patterns.

In an attempt to provide young people with opportunities to develop attitudes of self in relation to the area of work, Theme III relates to two sub-themes:

1. Career Awareness and Preparation.
2. Career Planning.

THEME IV: Body Knowledge and Care

So that children will assume personal responsibility for health, the objectives throughout Theme IV have been developed to promote healthful living through knowledge, understanding and care of the body.

The sub-themes are:

1. Body Systems.
2. Nutrition.
3. Physical Fitness.
4. Safety and Emergency Procedures.

5. Personal Wellness.
6. Drug Use and Abuse.
7. Health Care Products and Services.

THEME V: Human Sexuality (optional)

Family life education has three chief purposes: to develop emotionally stable children and adolescents who feel sufficiently secure and adequate to make decisions as to their conduct without being carried away by their emotions; to provide sound knowledge not only of the physical aspects of sex behavior, but also its psychological and sociological aspects, so that sexual experience will be viewed as a part of the total personality of the individual; and to develop attitudes and standards which will ensure that young people and adults will determine their sexual and other conduct by considering its long-range effects on their own personal development, the highest good of other individuals and the welfare of society as a whole.

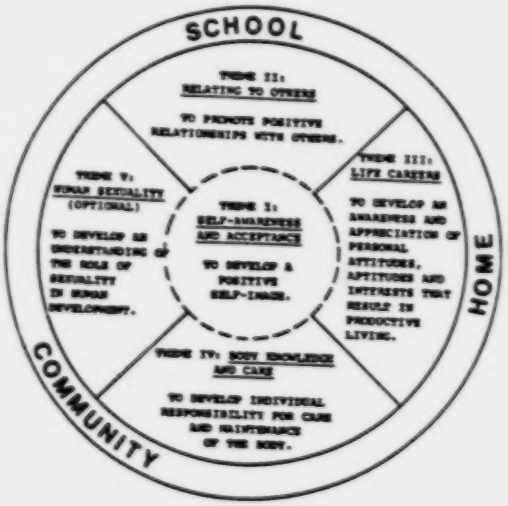
While family life education takes place in the home, schools share with parents a responsibility for ensuring that students have adequate knowledge and skill to deal with pressures placed on them by peers and a society that reflects an eclectic array of values.

Depending on the particular grade level, Theme V concentrates on three or four major areas of information related to the concept of sexuality:

1. Puberty
2. Male and Female Roles, and/or
3. Decision-making

Throughout the theme, emphasis on the individual nature of change and growth, and the importance of one's family and personal values with respect to sexuality and sexual decision-making remains the primary goal and focus.

Just as the dimensions of health interrelate, the concepts of the junior high Health and Personal Life Skills curriculum must also interrelate.



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C. GOALS AND OBJECTIVES

The overall goal of health education is student growth in relevant knowledge, healthy attitudes, and effective lifelong skills in the four main health dimensions: physical, intellectual, social/personal, and ethical/moral. This process can be applied to all content areas of the junior high Health and Personal Life Skills curriculum and are illustrated in the following table.

TABLE 2

DIMENSIONS	CONCEPTS		
	COGNITIVE (knowledge)	AFFECTIVE (attitudes)	PSYCHOMOTOR (skills)
Physical	The role of nutrition and sensible diet to good health.	Proper nutrition is an essential component of optimum health.	Selects a sensible diet.
Social/ Personal	Peer groups may influence an individual.	Relationships develop according to mutual needs, expectations and values.	Chooses friends wisely.
Ethical/ Moral	Understands individual similarities and differences.	Respects other points of view.	Considers the opinions and rights of others.
Intellectual	Identifies the steps in a decision-making process.	Appreciates the importance of flexible outlooks and behaviors.	Analyzes the pros and cons - considers alternatives before reaching a decision.

The objectives are:

Theme I: SELF-AWARENESS AND ACCEPTANCE

Grade 7

1. Understanding the nature of self-concept.
2. Understanding and appreciating the importance of developing a positive self-concept.
3. Understanding the impact of individual growth and change.
4. Understanding the nature of feelings.
5. Understanding the importance of appropriate expression of feelings.
6. Understanding the importance of privacy.
7. Understanding the importance of using decision-making processes.
8. Understanding the relationship between values and decisions.

Grade 8

1. Understanding self-concept and the factors which affect it.
2. Understanding that time, place and culture affect male/female roles.
3. Understanding stereotyping and its effect on male/female roles.
4. Understanding the relationship between values and decision-making.
5. Recognizing the concepts of feelings and their management.
6. Understanding the concepts of passive, assertive and aggressive behavior.
7. Understanding the importance of accepting responsibility for one's own behavior.

Grade 9

1. Understanding self-concept and its relationship to achievement.
2. Understanding the concept of interdependence.
3. Understanding the concepts of personality and personal responsibility.
4. Understanding the nature of feelings and the ways in which they are expressed.
5. Understanding the relationship between emotional and physical health.
6. Understanding the effects of emotional change and the nature of depression.
7. Understanding the facts and myths related to suicide.

Theme II: RELATING TO OTHERS

Grade 7

1. Understanding and appreciating relationships with friends.
2. Understanding the varied expectations of junior high schools.
3. Recognizing services available to students.

Grade 8

1. Understanding basic group processes and the importance of belonging to a group.
2. Understanding that the family has universal functions in meeting the needs of society and individual members.

Grade 9

1. Understanding developing relationships with the opposite sex and expectations that individuals have of these relationships.
2. Appreciating that family members influence the lives of each other.
3. Understanding that families pass through a cycle of development and change.

Theme III: LIFE CAREERS

Grade 7

1. Understanding how personal and societal needs may be met through work.
2. Understanding the importance of leisure and volunteer activities.
3. Understanding that career planning is a lifelong process.

Grade 8

1. Understanding the interdependence of jobs/occupations.
2. Understanding the relationship between occupational and lifestyle choices.
3. Understanding that career planning is a lifelong process.
4. Understanding the relationships between individual characteristics, career development and personal satisfaction.

Grade 9

1. Understanding occupational classifications.
2. Understanding the relationship between education preparation and occupational choice.
3. Understanding the changing nature of male/female roles.
4. Understanding stereotyping and its effects on male/female roles.
5. Appreciating the importance of early ongoing educational and vocational planning.

Theme IV: BODY KNOWLEDGE AND CARE

Grade 7

1. Understanding the importance of safety and emergency procedures when dealing with emergencies or injuries.
2. Understanding the role of safety and emergency procedures when caring for children.
3. Understanding body systems and their interdependence as a function of achieving and maintaining physical wellness.
4. Understanding the relationship between lifestyle, health and individual responsibility for achieving wellness.
5. Understanding the importance of personal hygiene for the general health of an individual.
6. Understanding basic drug information relevant to adolescents.
7. Understanding the need for accurate information when making responsible decisions regarding drug use.
8. Understanding various external and internal factors that influence responsible decisions regarding drug use.

Grade 8

1. Understanding the role of nutrition in achieving and maintaining optimum health.
2. Understanding the nature of accidents.
3. Understanding the importance of preventing or controlling accidents to preserve life.
4. Understanding the importance of knowing about vehicles and their safe operation.
5. Understanding the implications of the practice of hitchhiking.
6. Understanding the role that risk assessment and decision-making play in the responsible use of drugs.
7. Understanding the relationships between lifestyle and drug use.
8. Understanding the role of various services and agencies where information and help regarding the use and abuse of drugs can be obtained.

Grade 9

1. Understanding the importance of balanced fitness programs for optimum health throughout life.
2. Being able to select wisely and use responsibly health care products/services appropriate to the health needs of the individual.

Theme V: HUMAN SEXUALITY (Optional)

Grade 7

1. Understanding and accepting the stages and levels of physical and emotional/personal development that occur during puberty.
2. Understanding the process of reproduction.
3. Understanding the concept of maturity and sexual expression.
4. Becoming aware of the basic purpose and function of contraception.

Grade 8

1. Increased understanding and acceptance of the stages and levels of the physical and emotional/personal development that occurs during puberty.
2. Understanding the importance of respect and acceptance of self and others in relation to sexuality.
3. Understanding the purpose and function of contraception.
4. Understanding the concepts of readiness and sexual expression.

Grade 9

1. Understanding the special decisions and information related to birth control.
2. Understanding the special decisions and concerns related to teenage pregnancy.
3. Understanding the special decisions and information related to sexually transmitted diseases.

D. DECISION-MAKING MODEL

The following decision-making model may serve as a guide to assist teachers in discussing the decision-making process and to assist students in learning decision-making skills.

Decision-Making Model

Steps:

- identify the problem
- assess sources of information regarding the problem
- consider all possible alternatives
- make a decision based on the pros and cons of each alternative and its consequences for self and others and the situation
- decide on a course of action that will support the decision
- accept responsibility for the decision
- put a plan of action into effect
- evaluate the success of the plan and the decision
- the success or failure of the decision will determine the course of action: if successful, future behavior should support and be consistent with the decision; otherwise, it may be necessary to change the decision through one of the alternatives considered earlier.

E. TIME ALLOCATION OF "REQUIRED" and "ELECTIVE" COMPONENTS

In the Health and Personal Life Skills curriculum each theme has a "required" component and an "elective" component.

Concepts labelled "elective", and "optional" should be treated in the following ways:

"Elective". The "elective" component is not optional. It allows the teacher flexibility within the theme to vary and adapt the content to meet specific individual and/or group needs. The teacher may choose to cover the content in more depth or detail or less depth or detail, providing for

enrichment or additional assistance as required. Instruction may be enhanced through the use of a wide variety of resources. For example, in Theme I. Self-Awareness and Acceptance, sub-theme B. Feelings, Grade 9, both the concepts Suicide and Recognizing Depression have been identified as "elective" components. While teachers must address these topics, they may elect to increase or decrease the depth of content and to use a variety of approaches appropriate to the needs of the students and community.

"Optional". The teacher may choose to cover or not cover the concepts labelled "optional" depending on individual or class needs. For example, in Theme IV. Body Knowledge and Care, sub-theme F. Cleanliness, Grade 7, is optional, meaning that teachers may include this sub-theme if they deem it necessary and appropriate for their students.

For identification of "required", "elective", and "optional" components, please refer to the Scope and Sequence chart for all themes, Grades 7 through 9. This chart is located in the Introduction to the Curriculum Guide (pages 29 to 52).

This balance of instruction in each theme should be maintained according to the following recommendations:

Themes I - V (including the optional Theme V - Human Sexuality).

THEME	40 Hours I - V Required		
	Grade 7	Grade 8	Grade 9
I. Self-Awareness and Acceptance	10	7	6
II. Relating to Others	6	6	6
III. Life Careers	3	6	15
IV. Body Knowledge and Care	14	12	4
V. Human Sexuality	7	9	9
	10 Hours + Elective		

Themes I - IV (excluding the optional Theme V - Human Sexuality).

THEME	40 Hours I - IV Required		
	Grade 7	Grade 8	Grade 9
I. Self-Awareness and Acceptance	13	10	8
II. Relating to Others	7	7	8
III. Life Careers	4	7	17
IV. Body Knowledge and Care	16	16	7
	10 Hours + Elective		

F. CONTENT OVERLAP

Some of the content of the junior high Health and Personal Life Skills curriculum may be perceived as overlapping the content of other junior high subject areas. Teachers, however, must bear in mind that the Health and Personal Life Skills curriculum is taught from a different perspective. The thrust of this curriculum is as much towards process as it is towards content. The Health and Personal Life Skills curriculum endeavours to address each of the three learning domains: the cognitive (knowledge), the affective (social learning, attitudes), and the psychomotor (skills) in ways that are personally relevant to junior high students. The focus of this curriculum is on the individual student's perspective of health issues.

G. CHARACTERISTICS OF ADOLESCENT DEVELOPMENT

In order to assist the adolescent in the ongoing learning process, educators must be aware of the basic nature of this age group. Developmental psychologists view adolescence as the period of time in which individuals seek to establish personal identity. John Mitchell speaks of the need of the adolescent to "formulate a personal identity".[1] He defines personal identity as the way "a person thinks of and defines himself, taking into consideration his own expectations of himself and the roles society assumes he will carry out".[2] The adolescent forms an idea of "self" through interaction with others, the environment, and by examining his/her own thoughts and feelings.

The learnings - concepts, processes and attitudes - of which the adolescent is capable are greatly affected by the context in which the learning is to occur. This context includes a variety of things such as: the previous background experiences the adolescent brings to the learning experience; the real tangible things which the adolescent can see or touch and which help him or her to understand; and the representations which we make to help students understand, such as models, pictures, films and flow charts.[3]

From about the age of seven to about fourteen or fifteen, and perhaps for years beyond, the adolescent's thinking is characterized by an ability to think in logical terms about items and events in his/her immediate experience. This concrete operational thinking uses a linking type of reasoning. Students link one thing to another. Junior high students are using this linking type of reasoning when they ask, "If I do my homework, can I go out?" This is not being asked as a hypothetical-deductive type of statement. The students are using this "if, then" structure for immediate consequences.

Because they use linking reasoning, students must be helped and taught to handle multiple sources of information. In collecting, organizing and applying information, students need assistance. They may not yet have systems for handling a large amount of information. A good teacher might break down complex sets of instructions, and give them to students as written lists, on the board or on a handout.

Junior high students are notoriously "present-orientated". (They can, though, project as far into the future as most weekends!) Junior high students tend to deal with career or future schooling in a somewhat unrealistic way because of this.

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1. John Mitchell, The Adolescent Predicament, Toronto: Holt, Rinehart, and Winston, 1975, p. 51.

2. Ibid.

3. Pace, Sandra. Preliminary Developmental Framework. (Unpublished Report) Edmonton. Alberta Education, January 28, 1986.

Students' reliance on personal or tangible experience leaves them less able to deal with levels of abstraction. Students at the concrete operational stage understand and become skilled at processes by engaging in them, rather than through reflective analysis of them.

Students can be taught higher-order thinking skills including formal operational thinking. To facilitate this the teacher can set tasks which help the students to call up their own personal experiences, and provide varying explanations for different students.

Achieving formal operational thinking is apparently done, when it is done, at about fourteen or fifteen years of age. It is likely, however, that many of our students are not fully thinking in this abstract mode by the time they leave school.[4]

Robert J. Havighurst defines adolescence as a time of physical and emotional maturing during which the principal lessons are "emotional and social, not intellectual".[5] The developmental tasks of adolescence are:

1. Achieving new and more mature relationships with age-mates of both sexes.
2. Achieving a masculine or feminine social role.
3. Accepting one's physique and using the body effectively.
4. Achieving emotional independence from parents and other adults.
5. Preparing for marriage and family life.
6. Preparing for an economic career.
7. Acquiring a set of values and an ethical system as a guide to behavior.
8. Desiring and achieving socially responsible behavior.

Much has been written about the needs of the adolescent. John Mitchell[6] defines these needs as follows:

1. The need for self-importance. Adolescents need to feel that they have significance and possess a special noteworthiness unique to them if they are to have feelings of self-worth.

2. The need for introspection and self-analysis. Adolescents need time to evaluate, analyze, and inspect self to establish a personal identity.

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4. Pace, Sandra. What Can a Learning Theorist Contribute to a Discussion of Curriculum Design? One World. Volume XXIV, No. 3, Spring 1986, pages 48-51.

5. Havighurst, Robert J. Developmental Tasks and Education, New York: David McKay Co., 1974, page 2.

6. Ibid.

3. The need to sample identities. The adolescent must experiment with various social roles and test different aspects of his/her own personality as he/she forms a personal identity.

4. The need to make a difference. The adolescent has a need to be recognized, esteemed, appreciated; to feel that he/she makes a difference.

5. The need for primal assertion. The adolescent has a need to establish the primacy of self and to master the environment.

6. The need for intimacy. The adolescent needs to be loved and respected and to be involved in close personal relationships.

The junior high Health and Personal Life Skills curriculum addresses itself specifically to the needs and developmental tasks of adolescence.

Theme I focuses on self-awareness, and encourages positive personal growth. Theme II makes students aware of the importance of others in the development of a positive self-concept. This unit assists students in understanding the need for close interpersonal relationships and provides skills for enhancing these relationships. The developmental task of preparing for a life career is addressed in Theme III. A satisfying and fulfilling life must include the responsibility for one's personal health and safety, in the holistic sense. The issue is addressed in Theme IV. Theme V stresses the importance of understanding one's own and others' sexuality, and the need for informed decisions regarding expressions of sexuality.

In essence, the junior high Health and Personal Life Skills curriculum is designed to assist students to achieve their fullest potential in the ongoing process of learning and personal growth.

H. THE EXCEPTIONAL STUDENT

The needs of the exceptional student in the regular class setting can be met within the Health and Personal Life Skills curriculum. The method of introducing and reinforcing health concepts is through student-centred activities and resources that allow students to relate what they are learning to their own personal experience. The goal is for students (within their particular capabilities) to respond to the best of their abilities. The emphasis placed on self-worth allows each person to experience success.

Learning resources should be selected on the basis of appropriateness for the cognitive development and physical and emotional maturity of individual students.

I. DEVELOPING DESIRABLE PERSONAL CHARACTERISTICS

The following extract can be found in all three Programs of Studies for the elementary, junior high and senior high schools of Alberta.

The statement outlines the Government of Alberta's position with respect to the role that schools play in developing desirable personal characteristics among children of school age.

Developing Desirable Personal Characteristics

Children inhabit schools for a significant portion of their lives. Each day, in their relationships with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many cultural sources, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities which take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but rather the list is a compilation of the more important attributes which schools ought to foster.

The Alberta community lives with a conviction that man is unique and is uniquely related to his world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Moral/ethical characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

1. Ethical/Moral Characteristics

Respectful	— has respect for the opinions and rights of others, and for property.
Responsible	— accepts responsibility for own actions; discharges duties in a satisfactory manner.
Fair/just	— behaves in an open, consistent and equitable manner.
Tolerant	— is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice.
Honest	— is truthful, sincere, possessing integrity; free from fraud or deception.
Kind	— is generous, compassionate, understanding, considerate.
Forgiving	— is conciliatory, excusing; ceases to feel resentment toward someone.
Committed to democratic ideals	— displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country.
Loyal	— is dependable, faithful, devoted to friends, family and country.

2. Intellectual Characteristics

Open-minded	— delays judgments until evidence is considered, and listens to other points of view.
Thinks critically	— analyzes the pros and cons; explores for and considers alternatives before reaching a decision.
Intellectually curious	— is inquisitive, inventive, self-initiated; searches for knowledge.
Creative	— expresses self in an original but constructive manner; seeks new solutions to problems and issues.
Pursues excellence	— has internalized the need for doing his/her best in every field of endeavour.
Appreciative	— recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings.

3. Social/Personal Characteristics

Cooperative	— works with others to achieve common aims.
Accepting	— is willing to accept others as equals.
Conserving	— behaves responsibly toward the environment and the resources therein.
Industrious	— applies himself diligently, without supervision.
Possesses a strong sense of self-worth	— is confident and self-reliant, believes in own ability and worth.
Persevering	— pursues goals in spite of obstacles.
Prompt	— is punctual; completes assigned tasks on time.
Neat	— organizes work in an orderly manner; pays attention to personal appearance.
Attentive	— is alert and observant; listens carefully.
Unselfish	— is charitable, dedicated to humanitarian principles.
Mentally and physically fit	— possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health.

J. FAMILIES

Families in Alberta take many forms. The nuclear family of a married couple with children is the most common arrangement. The extended family including grandparents or other relatives continues to exist, although it is less prevalent than it was in earlier generations. Teachers must be aware that in today's society there are other types of family groupings as well. Although they may differ in structure from the traditional nuclear family, they have as their purposes the nurturing of the child, and provision for the physical, emotional and psychological security of the family members. Teachers should be aware of the variety of possible family structures and avoid presenting the nuclear family as the only family unit.

K. SCHOOL, HOME AND COMMUNITY INVOLVEMENT IN HEALTH EDUCATION

"The ultimate aim of education is to develop the abilities of the individual in order to fulfill personal aspirations while making a positive contribution to society."

(The Goals of Basic Education for Alberta: 1978)

The junior high Health and Personal Life Skills curriculum in its broadest sense is education for living. Students will be provided with experiences that encourage them to know themselves more completely as individuals and to learn skills vital to effective interaction with others and with their environment.

The family is the basic unit of society. Learning starts with the family. An individual's self-concept, value system, and relationships are influenced by the family. However, health education is a shared responsibility of the home, the community, and the school.

Teachers should be cognizant of this shared responsibility and demonstrate this awareness in their teaching. Teachers must be alert to value-laden content, activities that may invade the privacy of the individual or the family, and the beliefs of the community.

Teachers are encouraged to focus on the positive aspects of the content and on the development of the self-worth of each student.

A student is a member of a home, a school, and a community. It is expected that the teacher will encourage communication among the home, the school, and the community. Where appropriate, parents and community agencies should be involved in classroom events.

Community acceptance is greatest when there is an unobstructed flow of information among the home, the community, and the school. This is especially true when teaching human sexuality. The following conditions will enhance community acceptance of the human sexuality theme:

1. Board approval (a requirement).

2. A parent information night to meet the teacher(s) and to review learning resources and teaching concepts.

3. Parental permission sought for each child who will attend classes.

L. HUMAN SEXUALITY - THEME V (OPTIONAL)

Human sexuality is a complex subject. It is part of our social/emotional make-up as well as of our physical being. An individual's sex is one of the first characteristics noted by others. It is recorded at birth and on almost every form thereafter. Sexuality partially determines how individuals approach society and how society approaches individuals. It is indeed a most significant aspect of one's identity.

Students at the junior high school level are highly interested and motivated to learn about human sexuality. With the physical and emotional maturing characteristic of early adolescence come the needs to adjust to and accept one's body, to become accustomed to increased sexual interests and desires, and to achieve more mature relationships with family and peers (of the same and opposite sex).

Therefore, it is important for students to receive accurate knowledge about topics related to human sexuality and to become aware of a process for making decisions about expressing sexuality. It is also necessary for students to process this factual information and to personalize it if the information is to be useful to them. However, it is also important that students be given a chance to examine attitudes, values and behavior in this area. It is anticipated that when students complete this theme they will have increased knowledge about their own and others' sexuality, will be more comfortable with their own sexuality and will therefore be better prepared to make more responsible decisions about expressions of sexuality.

Teaching human sexuality presents some special challenges to the health teacher. The success of this theme and its impact on encouraging, in students, positive attitudes toward their own sexuality hinges on the teacher. It is extremely important therefore that teachers be comfortable with their own sexuality, and that they have the skills necessary to create a safe, open, non-judgmental environment in which students feel comfortable.

Values issues are certain to be raised in discussing human sexuality. Parents play the major role in determining their children's knowledge, attitudes, values and behavior in this area. For a variety of reasons, however, parents do not always feel qualified to provide education in human sexuality to their children. Parents, overall, are enthusiastic about and supportive toward school involvement in sex education programs. It is important that parents be kept informed and involved in the program through letters sent home and parent meetings. The role of the school is not to displace parents, but to offer support and assistance to them.

M. LEARNING RESOURCES

Learning resources fall into three categories; BASIC, RECOMMENDED and SUPPLEMENTARY.

In terms of provincial policy, learning resources are those print, nonprint, and electronic software materials used by teachers or students to facilitate teaching and learning.

BASIC learning resources are those learning resources approved by Alberta Education as the most appropriate for meeting the majority of goals and objectives of courses, or substantial components of courses outlined in the provincial programs of studies.

AND

Those productivity software programs (e.g., word processors, spread sheets, data bases, integrated programs) approved by Alberta Education that can be used to achieve important objectives across two or more grade levels, subject areas, or programs.

RECOMMENDED learning resources are those learning resources approved by Alberta Education because they complement BASIC learning resources by making an important contribution to the attainment of one or more of the major goals of courses outlined in the provincial programs of studies.

SUPPLEMENTARY learning resources are those learning resources approved by Alberta Education because they support courses outlined in the provincial programs of studies by enriching or reinforcing the learning experience.

1. **BASIC Learning Resources**

Two textbook series are authorized as BASIC learning resources for the program. They are:

Discovering Yourself - Grade 7
Being Yourself - Grade 8
Knowing Yourself - Grade 9
by Dianne Kieren. Toronto: G.L.C./Silver Burdett, 1986.

and

Lifestyle 1 - Grade 7
Lifestyle 2 - Grade 8
Lifestyle 3 - Grade 9
by Judith Campbell. Toronto: Globe/Modern Curriculum Press, 1986.

(Note: Please refer to list of RECOMMENDED learning resources for accompanying teacher guides. Teacher Resource Books to accompany Being Yourself and Knowing Yourself will be available early in 1987.)

2. RECOMMENDED Learning Resources

The following 27 learning resources, which have been authorized as RECOMMENDED learning resources, include two student books, seven teacher resources, four filmstrip kits, and fourteen film/videotapes. They are listed by grade and theme, and are cross-referenced when used in more than one grade. These learning resources are available from the Learning Resources Distributing Centre, unless otherwise noted.

Grade 7 - Theme I.

Discovering Yourself, Teacher Resource Book. Doherty, Maryanne. Toronto, Ontario: GLC/Silver Burdett Publishers, 1986. (Teacher Resource)
Note: Also used for Grade 7 - Themes II, III, IV.

Lifestyle 1 Teacher's Guide. Campbell, Judith. Toronto, Ontario: Globe/Modern Curriculum Press, 1986. (Teacher Resource)
Note: Also used for Grade 7 - Themes II, III, IV.

Me Power: Building Self-Confidence, Part I. Pleasantville, New York: Pleasantville Media, 1983. (Filmstrip Kit)
Note: Part II used for Grade 9 - Theme I.

The Power of Purpose. Toronto: Wilson Media, 1983. Produced by David McNally and sponsored by the Canadian Cancer Society. Distributed by John Wiley and Sons, Toronto. (16mm Film - 26 minutes)

Self Concept: How I Know Who I Am, Part I. Pleasantville, New York: Sunburst Communications, 1984. (Filmstrip Kit)
Note: Part II used for Grade 9 - Theme I.

Grade 7 - Theme I. (continued)

"Trying Times, (Making Decisions)", Self Incorporated Series. Produced by Agency for Instructional Television, 1975. Videotape dub (15 minutes) BPN VC 153301 available from ACCESS NETWORK Resource Centre. (Videotape)

What Do You Like About Yourself? Developing a Positive Self-Concept! Slater, S. and L. Cibrowski. Washington, D.C.: Home Economics Education Association, 1982. (Teacher Resource)
Note: Also used for Grade 8 - Theme I and Grade 9 - Theme I.

Why Is It Always Me? Chicago: Life Skills Training Institute, 1980. Distributed by Kinetic Films. Videotape dub (14 minutes) BPN VC 274301 available from ACCESS NETWORK Media Resource Centre. (16mm Film/Videotape)

Grade 7 - Theme II.

Discovering Yourself, Teacher Resource Book. Doherty, Maryanne. Toronto, Ontario: GLC/Silver Burdett Publishers, 1986. (Teacher Resource)
Note: Also used for Grade 7 - Themes I, III, IV.

Get Used to Me. Produced by Paulist Films, 1976. Distributed by International Telefilm Enterprises. Videotape dub (16 minutes) BPN VC 265301 available from ACCESS NETWORK Media Resource Centre. (16mm Film/Videotape)

Lifestyle 1 Teacher's Guide. Campbell, Judith. Toronto, Ontario: Globe/Modern Curriculum Press, 1986. (Teacher Resource)
Note: Also used for Grade 7 - Themes I, III, IV.

Grade 7 - Theme III.

Discovering Yourself, Teacher Resource Book. Doherty, Maryanne. Toronto, Ontario: GLC/Silver Burdett Publishing, 1986. (Teacher Resource)
Note: Also used for Grade 7 - Themes I, II, IV.

Lifestyle 1 Teacher's Guide. Campbell, Judith. Toronto, Ontario: Globe/Modern Curriculum Press, 1986. (Teacher Resource)
Note: Also used for Grade 7 - Themes I, II, IV.

Making Career Decisions ... A Step At A Time, Books One and Two. Collins, M., D. Studd and J. Wallace. Scarborough, Ontario: Nelson Canada, 1984, 1985. (Student Books)
Note: Also used for Grade 8 - Theme III and Grade 9 - Theme III.

Grade 7 - Theme IV.

Alcohol: Facts, Myths and Decisions. Pleasantville, New York: Sunburst Communications, 1976. (Filmstrip Kit)
Note: Also used for Grade 8 - Theme IV.

Discovering Yourself, Teacher Resource Book. Doherty, Maryanne. Toronto, Ontario: GLC/Silver Burdett Publishers, 1986. (Teacher Resource)
Note: Also used for Grade 7 - Themes I, II, III.

Lifestyle 1 Teacher's Guide. Campbell, Judith. Toronto, Ontario: Globe/Modern Curriculum Press, 1986. (Teacher Resource)
Note: Also used for Grade 7 - Themes I, II, III.

Marijuana Bulletin: A Research Update. Pleasantville, New York: Sunburst Communications, 1980. (Filmstrip Kit)
Note: Also used for Grade 8 - Theme IV.

Teens and Alcohol Series. Edmonton: ACCESS Alberta and AADAC, 1984. Series BPN VC 257001/02/03 available from ACCESS NETWORK Media Resource Centre. Series includes three video programs (20 minutes each) and Teacher's Guide:
- Attitudes and Values
- Adolescents, Alcohol and Approaches
- Skills

Note: Also used for Grade 8 - Theme IV.

Grade 7 - Theme V.

Then One Year. Los Angeles: Churchill Films, 1984. Distributed by McIntyre Educational Media Ltd. Videotape dub (20 minutes) BPN VC 264401 available from ACCESS NETWORK Media Resource Centre. (16mm Film/Videotape)

Grade 8 - Theme I.

Lifestyle 2 Teacher's Guide. Campbell, Judith. Toronto, Ontario: Globe/Modern Curriculum Press, 1986. (Teacher Resource)
Note: Also used for Grade 8 - Themes II, III, IV.

What Do You Like About Yourself? Developing a Positive Self-Concept! Slater, S. and L. Cibrowski. Washington, D.C.: Home Economics Education Association, 1982. (Teacher Resource)
Note: Also used for Grade 7 - Theme I and Grade 9 - Theme I.

Grade 8 - Theme II.

"Aging, Dying and Death", Health Focus on You Series. Meeks, L.B. and P. Heit. Columbus, Ohio: Chas. E. Merrill Publishing Company, 1982. Distributed by Bell and Howell. (Student Book and Teacher's Guide only)

Lifestyle 2 Teacher's Guide. Campbell, Judith. Toronto, Ontario: Globe/Modern Curriculum Press, 1986. (Teacher Resource)
Note: Also used for Grade 8 - Themes I, III, IV.

The Magic Moth. Centron Films, 1976. Distributed in Canada by Coronet Films. Videotape dub (22 minutes) BPN VC 273601 available from ACCESS NETWORK Media Resource Centre. (16mm Film/Videotape)

Grade 8 - Theme III.

Lifestyle 2 Teacher's Guide. Campbell, Judith. Toronto, Ontario: Globe/Modern Curriculum Press, 1986. (Teacher Resource)
Note: Also used for Grade 8 - Themes I, II, IV.

Making Career Decisions ... A Step At A Time, Books One and Two. Collins, M., D. Studd and J. Wallace. Scarborough, Ontario: Nelson Canada, 1984, 1985. (Student Books)
Note: Also used for Grade 7 - Theme III and Grade 9 - Theme III.

Safran Student's Interest Inventory, Level I, Third Edition. Toronto: Nelson Canada, 1985. Package includes:
- 35 Consumable Student's Booklets
- 35 Student's Manuals, and
- 1 Counsellor's Manual.

Grade 8 - Theme IV.

Alcohol: Facts, Myths and Decisions. Pleasantville, New York: Sunburst Communications, 1976. (Filmstrip Kit)
Note: Also used for Grade 7 - Theme IV.

Children of Alcohol. Montreal: National Film Board of Canada, 1984. Videotape dub (18 minutes) BPN VC 262901 available from ACCESS NETWORK Media Resource Centre. (16mm Film/Videotape)

Diets For All Reasons. Los Angeles: Churchill Films, 1984. Distributed in Canada by Gordon Watt/McIntyre Educational Media Ltd. Videotape dub (20 minutes) BPN VC 264701 available from ACCESS NETWORK Media Resource Centre. (16mm Film/Videotape)

Lifestyle 2 Teacher's Guide. Campbell, Judith. Toronto, Ontario: Globe/Modern Curriculum Press, 1986. (Teacher Resource)
Note: Also used for Grade 8 - Themes I, II, III.

Grade 8 - Theme IV. (continued)

Marijuana Bulletin: A Research Update. Pleasantville, New York: Sunburst Communications, 1980. (Filmstrip Kit)
Note: Also used for Grade 7 - Theme IV.

Payday. Calgary: Crescendo Productions, Ltd., 1984. Distributed by Thos. Howe Assoc. Note: Teachers should be aware that the film presents some examples of negative student behavior in order to promote discussion of safety on school buses. Videotape dub (18 minutes) BPN VC 276401 available from ACCESS NETWORK Media Resource Centre. (16mm Film/Videotape)

Teens and Alcohol Series. Edmonton: ACCESS Alberta and AADAC, 1984. Series BPN VC 257001/02/03 available from ACCESS NETWORK Media Resource Centre. Series includes three video programs (20 minutes each) and Teacher's Guide:
- Attitudes and Values
- Adolescents, Alcohol and Approaches
- Skills

Note: Also used for Grade 7 - Theme IV.

Grade 9 - Theme I.

Lifestyle 3 Teacher's Guide. Campbell, Judith. Toronto, Ontario: Globe/Modern Curriculum Press, 1986. (Teacher Resource)
Note: Also used for Grade 9 - Themes II, III, IV.

Me Power: Building Self-Confidence, Part II. Pleasantville, New York: Pleasantville Media, 1983. (Filmstrip Kit)
Note: Part I used for Grade 7 - Theme I.

Self-Concept: How I Know Who I Am, Part II. Pleasantville, New York: Sunburst Communications, 1984. (Filmstrip Kit)
Note: Part I used for Grade 7 - Theme I.

Urgent Messages. Vancouver: Crisis Intervention and Suicide Prevention Centre for Greater Vancouver, 1982. Distributed by Magic Lantern. Available on loan from the Suicide Information and Education Centre in Calgary. (16mm Film - 25 minutes)
Note: Given the sensitive nature of this film, teachers are advised to preview before use. Substantial pre- and post-discussion with students is strongly recommended. Parental preview/approval might also be considered.

What Do You Like About Yourself? Developing a Positive Self-Concept! Slater, S. and L. Cibrowksi. Washington, D.C.: Home Economics Education Association, 1982. (Teacher Resource)
Note: Also used for Grade 7 - Theme I and Grade 8 - Theme I.

Grade 9 - Theme II.

Being. A.C.I., 1976. Distributed by Canadian Learning Company. Videotape dub (21 minutes) BPN VC 273101 available from ACCESS NETWORK Media Resource Centre. (16mm Film/Videotape)

Lifestyle 3 Teacher's Guide. Campbell, Judith. Toronto, Ontario: Globe/Modern Curriculum Press, 1986. (Teacher Resource)
Note: Also used for Grade 9 - Themes I, III, IV.

Grade 9 - Theme III.

I Want To Be An Engineer. National Film Board of Canada, Ltd., 1983. Videotape dub (28 minutes) BPN VC 273401 available from ACCESS NETWORK Media Resource Centre. (16mm Film/Videotape)

Lifestyle 3 Teacher's Guide. Campbell, Judith. Toronto, Ontario: Globe/Modern Curriculum Press, 1986. (Teacher Resource)
Note: Also used for Grade 9 - Themes I, II, IV.

Making Career Decisions ... A Step At A Time, Books One and Two. Collins, M., D. Studd and J. Wallace. Scarborough, Ontario: Nelson Canada, 1984, 1985. (Student Books)
Note: Also used for Grade 7 - Theme III and Grade 8 - Theme III.

VIESA (Vocational Interest, Experience and Skill Assessment), Level I., Canadian Edition. Scarborough, Ontario: Nelson Canada, 1985. Components include User's Handbook, Career Guide Book and Job Family Charts. (Teacher Resource)

Grade 9 - Theme IV.

Lifestyle 3 Teacher's Guide. Campbell, Judith. Toronto, Ontario: Globe/Modern Curriculum Press, 1986. (Teacher Resource)
Note: Also used for Grade 9 - Themes I, II, III.

Over the Counter Drugs: Smooth Talk and Small Print. Barr Films, 1980. Distributed by Gordon Watt/McIntyre Educational Media Ltd. Videotape dub (22 minutes) BPN VC 273701 available from ACCESS NETWORK Media Resource Centre. (16mm Film/Videotape)

3. SUPPLEMENTARY Learning Resources

A list of SUPPLEMENTARY learning resources can be found in Appendix A.

Organization

All BASIC, RECOMMENDED and SUPPLEMENTARY learning resources will be found listed throughout the curriculum guide in the learning resource column beside the content which it supports. They will be listed by title, authorized status, and type of resource (e.g., filmstrip kit, student book, teacher resource, etc.). For a complete annotation, please refer to the learning resource listings in this curriculum guide.

Ordering

Most BASIC and RECOMMENDED learning resources may be ordered through the Learning Resources Distributing Centre, 10410 - 121 Street, Edmonton, Alberta, T5N 1L2. BASIC learning resources are offered at a discount of forty percent off the list price. There is a discount of fifteen percent off all RECOMMENDED learning resources.

Nonprint resources such as films/videotapes should be ordered from the Regional Film Centre, from the school film library, or from ACCESS NETWORK Media Resource Centre, 295 Midpark Way S.E., Calgary, Alberta, T2X 2A8 (Telephone 256-1100, Telex: 03-824867). The learning resource listing indicates the sources of nonprint resources which are available through sources other than the Learning Resources Distributing Centre, Alberta Education.

Teacher Resource Manual

A Teacher Resource Manual to complement this curriculum guide will be available in the fall of 1986 from the Learning Resources Distributing Centre, Alberta Education. The manual includes innovative activities, teacher reference material and background information, sample lesson plans, and other useful suggestions, strategies and approaches for the classroom teacher.

The manual may be especially helpful in the teaching of the optional Theme V: Human Sexuality. The content dealing with Theme V, which assists the teacher with planning and implementation, receives a major emphasis in the Teacher Resource Manual.

N. INSERVICE FOR THE HEALTH AND PERSONAL LIFE SKILLS CURRICULUM

An inservice package has been prepared to provide teachers with an orientation to the junior high Health and Personal Life Skills curriculum. The package includes six videotapes and an Inservice Guide, which has been divided into sections that complement each videotape. It is designed for use by teachers, parents, administrators, and community resource personnel, and is intended to serve as introductory preparation for instructing the Health and Personal Life Skills curriculum. This curriculum continues the emphasis begun in the elementary health curriculum on the growth

of knowledge, attitudes, skills and lifelong behavior that will enable individuals to assume responsibility for healthy living and personal and social well-being.

For further information on this inservice package, contact the person responsible for health education at the local school board (or the Regional Office of Alberta Education).

The videotapes cover the following:

Program 1	Overview of the junior high Health and Personal Life Skills curriculum - Philosophy/Rationale - Key Concepts of the Curriculum - Decision-Making Process - Partners in the Process
Program 2	Theme I. Self-Awareness and Acceptance Theme II. Relating to Others
Program 3	Theme III. Life Careers
Program 4	Theme IV. Body Knowledge and Care
Program 5	Theme V. Human Sexuality (Optional)
Program 6	Student Evaluation

The junior high Health and Personal Life Skills inservice package is available from the ACCESS NETWORK Media Resource Centre (295 Midpark Way, S.E., Calgary, Alberta, T2X 2A8). The purchase order number for the package is BPN 2718. There is no charge for dubbing if blank tapes are sent along with the ACCESS NETWORK order form. Each set of videotapes ordered will be accompanied by one copy of the Inservice Guide. A limited number of additional copies of the guide may be ordered from the ACCESS NETWORK Media Resource Centre.

The Inservice Guide should be used concurrently with the videotapes. It contains pre-viewing and post-viewing activities, as well as additional information that complements the materials presented in the videotapes and in this Health and Personal Life Skills Curriculum Guide.

O. EVALUATION

Program 6 of the junior high Health and Personal Life Skills inservice package, presents a variety of evaluation techniques. The focus of the videotape is on evaluating learning objectives in the affective domain.

Some of the evaluation methods referred to are:

- use of student notebooks
- pre- and post-testing (attitude scales)
- researching and writing assignments
- class participation (discussions, small group work)
- self-evaluation

As well, teachers are encouraged to refer to the evaluation section of the Teacher Resource Manual, a resource available from the Learning Resources Distributing Centre, Alberta Education. This resource suggests a variety of evaluation techniques and includes a number of evaluation tools and activities (such as pre-tests, post-tests, assignments, and self-evaluation exercises) for each theme.

SCOPE AND SEQUENCE

THEME I. SELF-AWARENESS AND ACCEPTANCE

GRADE 7	GRADE 8	GRADE 9
A. SELF	**A. SELF**	**A. SELF**
1. Self-Awareness - definition - positive effects	**1. Self-Concept (Review)** - definition - effect of life experiences - social and environmental factors	**1. Self-Concept and Future Achievement** - positive self-concept - negative self-concept - influences of development
2. Self-Concept - definition - formation - influences on self-concept - effect on feelings, thoughts and behaviors	**2. Effects of Positive and Negative Treatment (Review)** - positive support - effects of positive treatment on others - effects of negative treatment on self and others	**2. Perceptions of Others** - effect on self-concept - reasons for differences
3. Self-Respect (Elective)	**3. Relationship Between Self-Concept and Behavior**	**3. Interdependence (Elective)** - definition - advantages of solitary time - difference between being alone and being lonely - need for others
4. Individual Growth from Elementary to Junior High Age - physical - social/personal - intellectual - ethical/moral	**4. Stereotyping (Elective)** - definition - advantages - disadvantages - language and stereotyping	**4. Change and Personal Responsibility** - strengths - areas of potential change - ways of changing - influences of others - personal responsibility

THEME I. SELF-AWARENESS AND ACCEPTANCE

GRADE 7	GRADE 8	GRADE 9
A. SELF (continued) **5. Body Image** - definition - development - attitudes **6. Individual Similarities and Differences** - physical - social/personal - intellectual - ethical/moral - individual uniqueness **7. Positive and Negative Treatment** - effects of positive/negative treatment on self-concept **8. Self-Esteem and Conceit** - definitions	**A. SELF (continued)** **5. Sexual Double Standard (Elective)** - definitions **6. Values and Decision-Making** - developing desirable personal characteristics - acquisition and assimilation of values - changes in values - decisions	**A. SELF (continued)** **5. Values and Decision-Making** - definition - acquisition and assimilation of values - changes in values - decision-making model **6. Personality (Elective)** - definition - positive characteristics - habits

THEME I. SELF-AWARENESS AND ACCEPTANCE		
GRADE 7	**GRADE 8**	**GRADE 9**
B. FEELINGS	**B. FEELINGS**	**B. FEELINGS**
1. Feelings - definition - feelings common to all people	**1. Mood Variation** - descriptions	**1. Expression of Feelings (Review)** - definition - types - ways to express feelings
2. Recognizing Feelings - physical reactions - degrees of feelings	**2. Managing Feelings** - decision-making model - other methods	**2. Changing Emotions (Review)** - reasons for change - people affected by changing nature of emotions
3. Managing Feelings - expressing feelings - managing feelings - coping with feelings - appropriate and inappropriate behavior	**3. Emotional Expression in Others** - reasons for lack of expression - ways to deal with lack of expression	**3. Sensitivity to Others (Review)**
4. Right to Privacy - definition - importance	**4. Favorable and Unfavorable Effects of Emotions** - favorable effects - unfavorable effects	**4. Emotional and Physical Health (Elective)** - relationship between emotional and physical health - health problems related to emotional problems **5. Recognizing Depression (Elective)** - definition of depression - symptoms - dealing with depression

THEME I. SELF-AWARENESS AND ACCEPTANCE

GRADE 7	GRADE 8	GRADE 9
		B. FEELINGS (continued)
		6. Suicide (Elective) - definition - common myths - clues or signs in identifying possible suicides - suicide intervention - long-range support
		7. Flexible Outlooks and Behaviors - importance of - positive/negative stress - dealing with stress (Elective)
C. DECISION-MAKING	**C. DECISION-MAKING**	
1. Decision-Making Model - steps - sources of information	**1. Passive, Assertive, Aggressive** - definition - examples - appropriateness	
2. Accepting Responsibility - definition: personal responsibility - influence of/on others	**2. Recognizing Alternatives** - decision-making model	

[illegible]	[illegible]	GRADE 9
C. [illegible] (continued)	**C. DECISION-MAKING (continued)**	
3. [illegible] Between Values, Attitudes and Behaviors (Elective) - define congruency - relationship of congruency to values, attitudes and behaviors	**3. Behaviors Affect Others (Elective)** - definition of behavior - behavior which affects others: positive and negative - individual responsibilities	
THEME II. [illegible]		
A. PEERS	**A. PEERS**	**A. PEERS**
1. Friendships (Review) - qualities of a friend - definition of a friend - communication with friends	**1. Friendships** - importance of friendships (Review) - building friendships **(Elective)** - stress: changing friendships	**1. Friendships** - developing relationships - changes in relationships - reasons for relationships - skills that promote the development of friendships - importance of maintaining relationships along with dating
2. Influence of Friends - meeting mutual needs - effects of cliques	**2. Peer Groups** - definition - role of peer groups in adolescent development - communication - accomplishments of others	**2. Dating (Elective)** - social custom - steady dating - communication - appropriate behaviors

THEME II. RELATING TO OTHERS

GRADE 7	GRADE 8	GRADE 9
A. PEERS (continued)	**A. PEERS (continued)**	**A. PEERS (continued)**
3. Developing New Friendships - importance of new friendships - individual decision-making	**3. Peer Influence** - definition - influence - maintaining individuality	**3. Love (Elective)** - definition - complexity of feelings, attitudes and values - attachment, interdependence, attraction and communication - types
4. Parents - concerns of parents - parents care	**4. Parents** - concern of parents - communication between parents and teens **(Elective)**	
B. SCHOOL		
1. School - place to learn - timetabling - rules - behavior - people available to students - roles and location of student services personnel - access to student services		
2. Study and Homework (Elective) - study skills - homework assigned by many teachers		

THEME II. RELATING TO OTHERS		
GRADE 7	GRADE 8	GRADE 9
	C. FAMILY	**C. FAMILY**
	1. Structure and Function of Families - definition - family arrangements - family functions - roles in the family - transmission of culture	**1. Structure and Function of Families** - description (Review) - family roles and stereotypes (Elective)
	2. Relationships Among Family Members - rights and responsibilities - resolving conflicts - uniqueness of birth position - ways to enhance family relationships	**2. Relationships Among Family Members** - communication skills (Review) - problem-solving (Review) - enhancing relationships
	3. Life Stages (Elective) - individual and family life cycles	**3. Life Stages (Elective)** - individual and family life cycles - needs at different stages
		4. Influence of Unexpected Events on the Family - positive and negative situations - effects on family members - family as support group

THEME II. RELATING TO OTHERS		
GRADE 7	GRADE 8	GRADE 9
		C. FAMILY (continued) **5. Running Away** - reasons people (parents, children, adolescents) run away from home - consequences - problem-solving techniques
THEME III. LIVE CAREERS		
A. CAREER AWARENESS AND PREPARATION	**A. CAREER AWARENESS AND PREPARATION**	**A. CAREER AWARENESS AND PREPARATION**
1. Definitions - career - work - job	**1. Time Management** - demands on time - importance of time management - skills: scheduling and goals	**1. Job Classifications** - Canadian Classification and Dictionary of Occupations - classification criteria
2. Personal Needs Met Through Work - food, shelter, clothing - satisfaction - personal dignity and worth	**2. Influence of Occupation on Lifestyle** - residence location - social status - respect and recognition	**2. Occupation and Education/ Training Requirements**
3. Work-Related Values - social status - fame, power - contribution to society - earning power - other	**3. Occupational Interdependence** - definition - descriptions and examples	**3. Career Fields and Occupational Options**

THEME III. [illegible]		
[illegible]	[illegible]	GRADE 9
A. CAREER AWARENESS AND PREPARATION (continued)	**A. CAREER AWARENESS AND PREPARATION (continued)**	**A. CAREER AWARENESS AND PREPARATION (continued)**
4. Leisure Activities and Volunteer Work - definition: leisure and leisure activities - definition: volunteer work - values of leisure activities and volunteer work	**4. Obtaining a Job** - appearance - communication skills - references, resumes - previous experience - attitudes - specific job related skills	**4. Changing Nature of Male/Female Roles** - traditional - modern
	5. Keeping a Job - meeting employer expectations - personal responsibilities	**5. Stereotyping** - definition - types - in the workplace - influence - limiting nature of sex role stereotyping - role alternatives
B. CAREER PLANNING	**B. CAREER PLANNING (Elective)**	**B. CAREER PLANNING**
1. Career Planning Process - components - relationships - lifelong process	**1. School Subjects and Occupations**	**1. Individual Characteristics** - interests - abilities - aptitudes - attitudes - temperaments - needs - values

TERM III. LIFE CAREERS		
GRADE 7	**GRADE 8**	**GRADE 9**
B. CAREER PLANNING (continued)	**B. CAREER PLANNING (Elective) (continued)**	**B. CAREER PLANNING (continued)**
2. Educational Planning in Junior High School - interests - abilities - courses available	**2. Definitions** - abilities - aptitudes - temperaments - values	**2. Need For Continuous Appraisal** - changes from birth to present - possible future changes - effects of new learning and experience
	3. Self-Appraisal Information	**3. Personal Exploration** - abilities - aptitudes - interests - other
	4. Individual Profiles of Strengths and Uniqueness - abilities - aptitudes - interests - temperaments - values - related careers	**4. Personal Attributes and Occupational Options**
		5. Individual Profiles of Strengths and Uniqueness - abilities - aptitudes - interests - values

THEME III. LIFE CAREERS		
GRADE 7	**GRADE 8**	**GRADE 9**
		B. CAREER PLANNING (continued) **6. Planning** - long-range plans - short-range plans - importance of planning - delaying choices and activities **7. High School** - junior high achievement and high school course selection - credit system - diploma types - high school programs **8. Courses and Careers** - relationship between high school courses and career - courses and occupations - occupation clusters
THEME IV. BODY KNOWLEDGE AND CARE		
A. BODY SYSTEMS **1. Nature of Human Growth** - continuous development - uniqueness of individual development		

[illegible]		
GRADE 7	GRADE 8	GRADE 9
A. [illegible] (continued)		
2. Interdependence of Major Body Systems - review major body systems - interdependence among major body systems - effects of changes		
3. Maintenance of Body Systems - nutrition - exercise - rest - stress management - periodic medical/dental check-ups - personal responsibility		
	B. NUTRITION	
	1. Significance - factors that influence health including nutrition - effects of nutrition - role of cultural, social, economic and psychological aspects of living	

THEME IV. BODY KNOWLEDGE AND CARE		
GRADE 7	**GRADE 8**	**GRADE 9**
	B. NUTRITION (continued) **2. Facts** - definitions: . nutrients . energy content . "sensible" diet . special diets . nutrition: the sum of the process by which living things take in and utilize good substances **3. Classification and Function of Nutrients** **4. Special Nutritional Needs During Adolescence** - needs - recommended nutrient intakes for Canadians - Canada's Food Guide **5. Application: Sensible Diet** - "sensible" diet criteria - fast foods - fad diets - nutritional supplements	

THEME IV. BODY KNOWLEDGE AND CARE		
GRADE 7	**GRADE 8**	**GRADE 9**
		C. PHYSICAL FITNESS **1. Physical Fitness** - characteristics of a physically fit person - benefits of being "physically fit" - enhancing fitness **2. Importance of Being Physically Fit Throughout Life** - life cycle stages - desirability of physical fitness **3. Implementing Individual Physical Fitness Programs** **4. Other Influences on Physical Fitness** - importance of rest and sleep - effects of regular exercise on rest and sleep habits

THEME IV. BODY KNOWLEDGE AND CARE		
GRADE 7	**GRADE 8**	**GRADE 9**
D. SAFETY AND EMERGENCY PROCEDURES	**D. SAFETY AND EMERGENCY PROCEDURES (Elective)**	
1. Emergencies - definition	**1. Accidents** - definition	
2. Emergency Procedures - priorities - procedures - care for shock - life-threatening injuries - other injuries/treatment	**2. Causes of Accidents** - mental, physical and emotional factors - individual behaviors - external factors	
3. Personal Safety (Elective) - physical abuse - identifying threats to personal safety leading to loss of power (control) - dealing with threats to personal safety	**3. Prevention and Control** - methods of prevention - controls and education - enforcement of legislation	
4. Applying Safety and Emergency Procedures to Babysitting (Elective) - care of child - babysitting	**4. Vehicle Operation** - knowledge, attitude - sources of information - effects of alcohol and drugs on driving skills **5. Hitchhiking** - facts for hitchhikers - facts for drivers	

THEME IV. [illegible] AND CARE		
[illegible] 7	GRADE 8	GRADE 9
B. [illegible] 1. Illness/Wellness Continuum - definition 2. Relationship Between Lifestyle and Health - behavior - risk reduction - risk elimination 3. Disease - definition - common diseases among teenagers - causes - symptoms - treatments - preventive measures 4. Communicable Diseases - definition - transmission of communicable diseases 5. Chronic Diseases - definition - characteristics - methods of detection - possible causes - control or treatment - preventive agencies - support agencies		

[illegible]		
[illegible]	GRADE 8	GRADE 9
E. [illegible] (continued) **6. Myths and Pseudo Cures** **7. Disability** - causes - management - relationship to health **F. CLEANLINESS** (Optional) 1. Daily Hygiene (Optional) - personal routine - reasons for a routine - food handling practices 2. Use of Personal Health Care Products (Optional) - cleanliness - other **3. Skin, Hair, Nail, and Tooth Disorders (Elective)** - skin - hair - nails - teeth		

THEME IV. BODY KNOWLEDGE AND CARE		
GRADE 7	**GRADE 8**	**GRADE 9**
G. DRUG USE AND ABUSE	**G. DRUG USE AND ABUSE**	
1. Definitions - drug - drug use - drug abuse	**1. Definitions (Review)** - drug - drug use - drug abuse	
2. Similarities Among Types of Drug Use - types of drug use - similarities - commonly abused drugs	**2. Individuals Use Drugs for Different Reasons (Review)**	
3. Drug Effects - desired and undesired - drug interaction	**3. Assessing Risks Related to Drug Use/Abuse**	
4. Information - responsible decision-making - reliable sources of information - major drug categories - common myths	**4. Drug Interactions**	
5. Factors Affecting Non-Medical Drug Decisions - personal influences - environmental influences	**5. Factors That May Influence Drug Use/Abuse**	

THEME IV. BODY KNOWLEDGE AND CARE		
GRADE 7	**GRADE 8**	**GRADE 9**
G. DRUG USE AND ABUSE (continued)	**G. DRUG USE AND ABUSE (continued)**	
6. Risks - to the individual - factors that influence risks	**6. Causes of Drug Abuse** - theories - examples	
	7. Types of Problems Associated with Drug Use/Abuse - immediate consequences - missed opportunities for learning and development - beginning patterns of dependence - dependence	
	8. Decision-Making - model - risk factors	
	9. Alternatives - lifestyles - developing self-esteem, confidence, social skills - positive ways of managing feelings	
	10. Available Services and Agencies (Elective)	
	11. Laws and Regulations (Elective)	

THEME IV. BODY KNOWLEDGE AND CARE		
GRADE 7	**GRADE 8**	**GRADE 9**
		H. HEALTH CARE PRODUCTS AND SERVICES **1. Determining Health Needs** - individual health assessment - influences on determining health needs **2. Health Care Products** **3. Health Care Services** - health care personnel - nature of services **4. Information Sources** - products - services: professional agencies/organizations, government departments, consumer rights groups, Better Business Bureau **5. Cosmetic Treatment (Elective)** - values regarding use - considerations - reasons for use **6. Effective Use of Health Care Products/Services (Elective)** - use and abuse - skills of a good health consumer

[redacted]		
		E. [redacted] (continued) **7. Evaluation of Products/Services (Elective)** - monitoring effectiveness - appropriate corrective actions
THEME V. HUMAN SEXUALITY (OPTIONAL - Board Approval Required)		
A. PUBERTY 1. Puberty - growth development and puberty - uniqueness of individual development 2. Anatomy and Physiology - reproductive systems (male/female) - endocrine system 3. Physical Changes During Puberty - female - male	**A. PUBERTY** 1. Puberty (Review) 2. Functions of Hormones - testosterone - estrogen and progesterone 3. Physical and Emotional Changes - female - male - social/personal	**A. PUBERTY** 1. Puberty - major physical and social/personal changes - primary and secondary male and female characteristics - uniqueness of development

THEME V. HUMAN SEXUALITY (OPTIONAL - Board Approval Required)		
GRADE 7	**GRADE 8**	**GRADE 9**
A. PUBERTY (continued) 4. Social/Emotional Changes in Puberty - differences in social/ emotional outlook - puberty and relationships		
B. REPRODUCTION 1. Reproduction - conception - fetal development - birth process	**B. REPRODUCTION** 1. Sexual Intercourse and Conception - definitions 2. Reproduction and Birth - fetal development (Review) - birth process (Review)	**B. REPRODUCTION** 1. Pregnancy and Health - review - health precautions 2. Climacteric and Menopause - definitions
C. DECISION-MAKING 1. Forms of Sexual Expression - examples - physical and social/personal maturity - factors affecting responsible decision-making	**C. DECISION-MAKING** 1. Respect and Sexuality	**C. DECISION-MAKING** 1. Forms of Sexual Expression - forms review - physical, social/personal, ethical/moral, maturity - appropriate behavior - categories

THEME V. HUMAN SEXUALITY (OPTIONAL - Board Approval Required)

GRADE 7	GRADE 8	GRADE 9
C. DECISION-MAKING (continued)	**C. DECISION-MAKING (continued)**	**C. DECISION-MAKING (continued)**
2. Alternatives to Pregnancy - abstinence - contraception - decision-making	2. External Influences on Sexual Attitudes - home - media - schools - peers - other	2. Contraception - definition - advantages and disadvantages - determinants of use, non-use or abuse
	3. Exploitation - definition - examples - effects	3. Teenage Pregnancy - factors leading to teenage pregnancy - consequences for both males and females - options - child care responsibilities
	4. Forms of Sexual Expression (Review) - description - physical and social/personal maturity	4. Sexually Transmitted Diseases - definition - types - symptoms and treatments - attitudes towards sexually transmitted diseases
	5. Avoidance of Pregnancy - purpose and function of contraceptive methods - decision-making	5. Referral Agencies and Resources - Reproductive health professionals - Sexually transmitted disease clinics - Health unit

THEME V. HUMAN SEXUALITY (OPTIONAL - Board Approval Required)		
GRADE 7	GRADE 8	GRADE 9
	C. DECISION-MAKING (continued) 6. Sexually Transmitted Diseases - definition, types - attitudes 7. Decision-Making Process 8. Assertiveness - definition - decision-making	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 7

GENERAL OBJECTIVES

1. Understanding the nature of self-concept and factors which affect it.
2. Understanding and appreciating the importance of developing a positive self-concept.
3. Understanding the impact of individual growth and change.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Has an increased awareness of self.
2. Understands self-concept and the factors which influence its formation.
3. Understands why self-respect is important. (**Elective**)
4. Recognizes that people change in many ways, physically, mentally and socially.
5. Understands individual similarities and differences and that each person is unique and valuable.
6. Understands the relationship between self-concept and thoughts, feelings and behaviors.
7. Recognizes the effects of positive and negative treatment.
8. Has an increased awareness of the directions in which people move as a result of growth and change.
9. Has an increased awareness of individual physical characteristics.
10. Appreciates the importance of a positive body image.
11. Has an increased awareness of the effect on self-concept, of attitudes towards physical appearance.
12. Differentiates between self-esteem and conceit.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 7

CONTENT	LEARNING RESOURCES
1. SELF-AWARENESS a. Define self-awareness: - an awareness of one's own personality and individuality, physical, mental and social b. Positive effects of self-awareness: - allows for more positive use of strengths - recognizes qualities that might be improved - provides valuable information in decision-making - other	Discovering Yourself (Basic) Student Text, pp. 31-33. Lifestyle 1 (Basic) Student Text, pp. 9-15. *Note:: The following teacher resources accompany the Basic texts and can be referred to throughout the theme. *Discovering Yourself, Teacher Resource Book (Recommended) *Lifestyle 1 Teacher's Guide (Recommended) Skills for Adolescence (Supplementary) Kit
2. SELF-CONCEPT a. Define self-concept: - a quality composed of all the beliefs and attitudes one has about oneself - a factor that influences who people are, who they think they are, and what they may become - a quality which is relatively stable, but which may change over time b. Formation of self-concept: - treatment by parents and other important caregivers - behaviors and attitudes that are praised or criticized - later reinforcement of self-image by teachers, peers, employers	What Do You Like About Yourself? Developing a Positive Self-Concept! (Recommended) Teacher Resource Self Concept: How I Know Who I Am, Part I (Recommended) Filmstrip Kit Lifestyle 1 (Basic) Student Text, pp. 12-21. Discovering Yourself (Basic) Student Text, pp. 33-34.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 7

CONTENT	LEARNING RESOURCES
- effects of discrimination and prejudice c. Internal and external influences: - internal: within the person; health; intelligence; physical nature; feelings - external: outside of the individual; environment; treatment by others; church; community influences d. Effect of self-concept on feelings, thoughts and behaviors: - self-concept influences the thoughts and feelings one has about others around one - self-concept influences behaviors: fighting, friendliness, risk-taking, other	
3. SELF-RESPECT (**ELECTIVE**) *Since this topic was covered extensively in the elementary health curriculum, it is appropriate for the teacher to use it only for purposes of remediation or enrichment.*	Lifestyle 1 (Basic) Student Text, pp. 16-17. Teacher Resource Manual (Junior High Health and Personal Life Skills) Chapter 2 - Theme I.
4. INDIVIDUAL GROWTH FROM ELEMENTARY TO JUNIOR HIGH a. Physical b. Social/personal c. Intellectual d. Ethical/moral	Discovering Yourself (Basic) Student Text, pp. 24-25. Lifestyle 1 (Basic) Student Text, pp. 24-25, 160-164.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 7

CONTENT	LEARNING RESOURCES
5. BODY IMAGE a. Define, "positive body image": - having a positive view of one's physical qualities - having a realistic but positive view of one's physical strengths and shortcomings b. Development of positive body image: - awareness of 'normality'; that differences in development are a normal part of growth - awareness of the unrealistic images portrayed by the media and advertising - awareness of one's physical strengths and the ways in which one can accentuate the positives and minimize the negatives - awareness of the role that fitness and nutrition can play in determining a positive body image c. Attitude toward physical appearance and self-concept: - attitudes toward appearance positively or negatively affect self-concept since self-concept includes all our attitudes and beliefs - a person with positive self-concept is more likely to care about fitness, nutrition, cleanliness, appearance, dress - awareness of functionally disabled/physically impaired; impact on body image	Discovering Yourself (Basic) Student Text, pp. 21-25. Lifestyle 1 (Basic) Student Text, pp. 19-21, 26. Handicapped People in Society: Ideas and Activities for Teachers (Supplementary) Teacher Resource

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 7

CONTENT	LEARNING RESOURCES
6. INDIVIDUAL SIMILARITIES AND DIFFERENCES a. Physical: - skills - strengths b. Social/personal: - role in family - abilities and interests - peers c. Intellectual: - attitudes - skills d. Ethical/moral e. Uniqueness: - skills - attitudes - role of caring persons in family - personal abilities and strengths - hobbies and interests - friends - racial/ethno-cultural/genetic background	Discovering Yourself (Basic) Student Text, pp. 21-25. Lifestyle 1 (Basic) Student Text, pp. 9-11, 45-47.
7. POSITIVE AND NEGATIVE TREATMENT a. Effect of positive treatment on self-concept: - creates more positive attitudes - develops openness towards others - improved self-image	Me Power: Building Self-Confidence, Part I (Recommended) Filmstrip Kit Lifestyle 1 (Basic) Student Text, p. 16.

CONTENT	LEARNING RESOURCES
- more confidence - willingness to try new activities b. Effect of negative treatment on self-concept: - creates more negative attitudes - withdrawal from others - lower self-image - unwilling to try new activities	
8. SELF-ESTEEM AND CONCEIT Definitions: - self-esteem assumes that one has value, but does not hold an attitude of superiority - self-esteem says, "I am valuable as a person"; conceit says, "I am more valuable than anyone else" - conceit assumes an attitude of superiority over others, even when there is no basis for such feeling - expressions of conceit, such as "I am the greatest", may be a mask to cover actual feelings of inferiority - conceit is not the result of having too much self-esteem; it is an image projected by an individual who may suffer from low self-esteem	Discovering Yourself (Basic) Student Text, p. 33. Lifestyle 1 (Basic) Student Text, p. 17.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme B: FEELINGS
Grade 7

GENERAL OBJECTIVES

1. Understanding the nature of feelings.
2. Understanding the importance of appropriate expression of feelings.
3. Understanding the importance of privacy.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Recognizes that feelings are natural and unique to each individual.
2. Develops a vocabulary for expressing feelings.
3. Has an increased awareness and recognition of feelings.
4. Understands the importance of expressing feelings.
5. Recognizes that individuals have a right to privacy.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme B: FEELINGS
Grade 7

CONTENT	LEARNING RESOURCES
1. FEELINGS a. Define feelings: - feelings are natural reactions to events - feelings are neither good nor bad, but a part of one's personality. (Our methods of expressing feelings may cause positive or negative reactions) b. Feelings are common to all people: - love - hate - anger - frustration - joy - other	Discovering Yourself (Basic) Student Text, pp. 25-31. Lifestyle 1 (Basic) Student Text, pp. 27-36. Teacher Resource Manual Chapter 2 - Theme I.
2. RECOGNIZING FEELINGS a. Physical reactions to feelings: - sweating - increased heartbeat - stomach cramps - dryness of throat - weak knees - tears of joy - other b. Degrees of intensity of feelings: - upset: hurt, sad, sorrowful, grief - annoyed: angry, enraged - amused: happy, joyful, ecstatic	Discovering Yourself (Basic) Student Text, pp. 30-31. Lifestyle 1 (Basic) Student Text, p. 30.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme B: FEELINGS
Grade 7

CONTENT	LEARNING RESOURCES
3. MANAGING FEELINGS a. Ways of expressing feelings: - verbalizing - through actions - internalizing - positively or negatively b. Learning to express or manage feelings: - accepts responsibility for one's own feelings - observation of family and peers - reactions to existing behaviors by significant others - messages (verbal or non-verbal) regarding appropriate or inappropriate behavior - repetition of childhood behaviors c. Coping with feelings: - positive: enjoying them, relaxation, communication - negative: overwork, alcohol/ drug abuse d. Appropriate and inappropriate behavior: - appropriate behavior refers to acting in a manner which is especially suited to the situation or the emotion - inappropriate behavior refers to acting in a manner which is not particularly suitable. e.g., May include overreacting, acting in a manner harmful to self or others	Discovering Yourself (Basic) Student Text, pp. 25-31.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme B: FEELINGS
Grade 7

CONTENT	LEARNING RESOURCES
4. RIGHT TO PRIVACY a. Define privacy: - being apart from the company or observation of others; isolation; seclusion; a feeling of freedom from prying or intrusion b. Importance of privacy: - need time alone; relaxation; meditation - can increase the comfort level in a classroom; no need to feel pressured to divulge personal information - distress level is lowered if privacy is respected	Lifestyle 1 (Basic) Student Text, pp. 34-35.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme C: DECISION-MAKING
Grade 7

GENERAL OBJECTIVES

1. Understanding the importance of using decision-making processes.

2. Understanding the relationship between values and decisions.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Identifies the steps in a decision-making process.

2. Accepts responsibility for attitudes and behavior.

3. Understands the relationship between values, attitudes and behaviors. (**Elective**)

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme C: DECISION-MAKING
Grade 7

CONTENT	LEARNING RESOURCES
1. DECISION-MAKING MODEL a. Steps: - identify the problem - assess sources of information regarding the problem - consider all possible alternatives - make a decision based on the pros and cons of each alternative and its consequences for self and others and the situation - decide on a course of action that will support the decision - accept responsibility for the decision - put a plan of action into effect - evaluate the success of the plan and the decision - change the decision or make sure that future behavior is consistent with the decision, depending on the success or failure of the original decision b. Sources of information: - friends and family - counsellors, ministers, elders, spiritual advisors, teachers or local resource agencies - observation of the methods that others use to make decisions successfully - reading or researching ideas	Discovering Yourself (Basic) Student Text, pp. 36-40. Lifestyle 1 (Basic) Student Text, pp. 37-44. "Trying Times, (Making Decisions)", Self-Incorporated Series (Recommended) Videotape, 15 minutes. Teacher Resource Manual Chapter 2 - Theme I.

Theme II: RELATING TO OTHERS
Sub-theme A: PEERS
Grade 7

GENERAL OBJECTIVE

1. Understanding and appreciating relationships with friends.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Identifies the qualities of a friend. (Review)
2. Understanding basic group processes and the importance of belonging to a group.
3. Recognizes the need for communication, understanding, sensitivity and co-operation with friends.
4. Understands the importance of friendships.
5. Recognizes the need for developing new friendships.
6. Develops an appreciation of friendships with members of the opposite sex.
7. Recognizes that parental concern about his/her friends is normal and caring.

Theme II: RELATING TO OTHERS
Sub-theme A: PEERS
Grade 7

CONTENT	LEARNING RESOURCES
1. FRIENDSHIP (REVIEW) a. Qualities of a friend: - dependable - loyal - honest - helpful - caring - sincere - other b. Definition of a friend: - someone who knows you - cares for you - accepts you - often shares the same interests c. Communication with friends: - ideas - feelings - goals - other	Discovering Yourself (Basic) Student Text, pp. 61-68. Lifestyle 1 (Basic) Student Text, pp. 65-75. *Note: The following teacher resources accompany the Basic texts and can be referred to throughout the theme. *Discovering Yourself, Teacher Resource Book (Recommended) *Lifestyle 1 Teacher's Guide (Recommended) Get Used to Me (Recommended) Film/ Videotape, 16 minutes.
2. INFLUENCE OF FRIENDS a. The need to be recognized, esteemed, appreciated, to feel he/she makes a difference. b. Effects of cliques: - integration of new students	Discovering Yourself (Basic) Student Text, pp. 68-72. Lifestyle 1 (Basic) Student Text, pp. 70-72.

Theme II: RELATING TO OTHERS
Sub-theme A: PEERS
Grade 7

CONTENT	LEARNING RESOURCES
3. DEVELOPING NEW FRIENDSHIPS a. Importance of new friendships: - relationships develop according to mutual needs, expectations and values - relationships change as individuals change - different qualities and reasons for friendships - opposite sex friendships b. Individual decision-making	Get Used To Me (Recommended) Film/Videotape, 16 minutes. Discovering Yourself (Basic) Student Text, pp. 64-68. Lifestyle 1 (Basic) Student Text, pp. 73-74. Teacher Resource Manual Chapter 2 - Theme II.
4. PARENTS a. Concerns of parents: - friends and their values - similarities and differences - influence of friends b. Parents care: - love - concern - accepting the growing independence	Lifestyle 1 (Basic) Student Text, pp. 72-73. Skills for Adolescence (Supplementary) Kit Teacher Resource Manual Chapter 2 - Theme II.

Theme II: RELATING TO OTHERS
Sub-theme B: SCHOOL
Grade 7

GENERAL OBJECTIVES

1. Understanding the varied expectations of junior high schools.
2. Recognizing services available to students.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Recognizes school as a place to learn and develop social skills.
2. Identifies the pupil services available at school.
3. Understands the expectations of junior high related to study, homework and behavior. **(Elective)**
4. Has an increased awareness of varied expectations of subject specialist teachers.

Theme II: RELATING TO OTHERS
Sub-theme B: SCHOOL
Grade 7

CONTENT	LEARNING RESOURCES
1. SCHOOL a. Place to learn: - core subjects, options - awareness of subjects related to life careers and choices b. Timetabling c. Rules: - school - group rules - teachers - individual rules d. Behavior: - more personal responsibility for actions - different expectations by different teachers e. People available to students: - administrators, counsellors, learning assistance teachers, subject teachers, nurse, librarian, caretaker, clergy, policeman, and other community resource people f. Roles and location of student services personnel: - administrators - in charge of school; set rules and expectations - counsellor - helps with personal, peer, family, school problems - learning assistance teachers - plan programs for special help in school work	Discovering Yourself (Basic) Student Text, pp. 71-76. Lifestyle 1, (Basic) Student Text, pp. 57-64. Teacher Resource Manual Chapter 2 - Theme II.

CONTENT	LEARNING RESOURCES
- subject teachers - available for extra help with school work - nurse - medical and personal problems; routinely checks students - librarian - assists in locating material for projects, etc. - caretaker g. Access to student services: - appointments, before and after school; other 2. STUDY AND HOMEWORK (**ELECTIVE**) *This topic may require varied emphasis depending on the needs of individual students or the class as a whole.* a. Study skills b. Homework assigned by many teachers	Discovering Yourself (Basic) Student Text, pp. 75-76. Lifestyle 1 (Basic) Student Text, pp. 62-64. Teacher Resource Manual Chapter 2 - Theme II.

Theme III: LIFE CAREERS
Sub-theme A: CAREER AWARENESS AND PREPARATION
Grade 7

GENERAL OBJECTIVES

1. Understanding how personal needs may be met through work.
2. Understanding how societal needs may be met through work.
3. Understanding the importance of leisure and volunteer activities.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Differentiates among career, work, and job.
2. Recognizes that contributions to society through work enhance one's feelings of dignity and worth.
3. Identifies general values in relation to career/work/job.
4. Recognizes that leisure and volunteer activities have value for both individual and society.

Theme III: LIFE CAREERS
Sub-theme A: CAREER AWARENESS AND PREPARATION
Grade 7

CONTENT	LEARNING RESOURCES
1. DEFINITIONS a. Career: a series of roles enacted by an individual throughout life. It is the sum total of life's experiences which may include paid work, volunteer work, parenting, hobbies, leisure, and retirement b. Work: work is effort c. Job: a position of work in an organization that includes specific duties and responsibilities	Discovering Yourself (Basic) Student Text, pp. 83-103. Lifestyle 1 (Basic) Student Text, pp. 76-85. *Note: The following teacher resources accompany the Basic texts and can be referred to throughout the theme. *Discovering Yourself, Teacher Resource Book (Recommended) *Lifestyle 1 Teacher's Guide (Recommended) Teacher Resource Manual Chapter 2 - Theme III. "Educators Information Kit": Ask Me How Series, Grade Seven (Supplementary) Teacher Resource
2. PERSONAL NEEDS MET THROUGH WORK - food, shelter, clothing - satisfaction - personal dignity and worth	Making Career Decisions ... A Step At A Time, Book One (Recommended) Student Book Discovering Yourself (Basic) Student Text, pp. 95-97. Lifestyle 1 (Basic) Student Text, pp. 77-78.
3. WORK-RELATED VALUES - contribution to society - social status - earning power - other	Discovering Yourself (Basic) Student Text, pp. 91, 98-99.

Theme III: LIFE CAREERS
Sub-theme A: CAREER AWARENESS AND PREPARATION
Grade 7

CONTENT	LEARNING RESOURCES
4. LEISURE ACTIVITIES AND VOLUNTEER WORK a. Definition of leisure and leisure activities: - types b. Definition of volunteer work: - types c. Value of leisure activities and volunteer work: - self-expression - skill development - creativity - helping others	Discovering Yourself (Basic) Student Text, pp. 98-99, 102. Lifestyle 1 (Basic) Student Text, pp. 82-83. Words On Work: An Integrated Approach to Language and Work (Supplementary) Teacher Resource Teacher Resource Manual Chapter 2 - Theme III.

Theme III: LIFE CAREERS
Sub-theme B: CAREER PLANNING
Grade 7

GENERAL OBJECTIVE

1. Understanding that career planning is a lifelong process.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Has an increased awareness of the career planning process.

2. Develops appropriate plans for course selection in junior high school.

Theme III: LIFE CAREERS
Sub-theme B: CAREER PLANNING
Grade 7

CONTENT	LEARNING RESOURCES
1. CAREER PLANNING PROCESS a. Components b. Relationship among components c. Career planning as lifelong process	Discovering Yourself (Basic) Student Text, pp. 83-93. Lifestyle 1 (Basic) Student Text, pp. 79-88. Making Career Decisions ... A Step At A Time, Book One (Recommended) Student Book Career Trends, Career Information for Students, 1985-86 (Supplementary) Teacher Resource
2. EDUCATIONAL PLANNING IN JUNIOR HIGH SCHOOL a. Interests b. Abilities c. Courses available	Teacher Resource Manual Chapter 2 - Theme III.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme A: BODY SYSTEMS
Grade 7

GENERAL OBJECTIVE

1. Understanding body systems and their interdependence as a function of achieving and maintaining physical wellness.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Has an increased awareness of human growth.

2. Recognizes that body systems depend upon the effectiveness of other body systems and upon how well they are maintained.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme A: BODY SYSTEMS
Grade 7

CONTENT	LEARNING RESOURCES
1. NATURE OF HUMAN GROWTH - continuous development - uniqueness of individual development	Discovering Yourself (Basic) Student Text, pp. 105-155. Lifestyle 1 (Basic) Student Text pp. 89-106. *Note: The following teacher resources accompany the Basic texts and can be referred to throughout the theme. *Discovering Yourself, Teacher Resource Book (Recommended) *Lifestyle 1 Teacher's Guide (Recommended)
2. INTERDEPENDENCE OF MAJOR BODY SYSTEMS a. Review of major body systems, including structure of the brain b. An interdependence among all major body systems is required for a properly functioning body c. Change in one system will result in change to other systems, e.g., spinal cord injury - paralysis, muscle atrophy	Discovering Yourself (Basic) Student Text, pp. 105-155. Lifestyle 1 (Basic) Student Text, pp. 89-106.
3. MAINTENANCE OF BODY SYSTEMS - nutrition - exercise - rest - stress management - periodic medical/dental check-ups - personal responsibility	Discovering Yourself (Basic) Student Text, pp. 105-155. Lifestyle 1 (Basic) Student Text, pp. 97-98, 107-115. Teacher Resource Manual Chapter 2 - Theme IV.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme D: SAFETY AND EMERGENCY PROCEDURES
Grade 7

GENERAL OBJECTIVES

1. Understanding the importance of safety and emergency procedures when dealing with emergencies or injuries.

2. Understanding the role of safety and emergency procedures when caring for children.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Understands what constitutes an emergency.

2. Identifies the steps to follow in responding to a variety of emergency situations.

3. Applies knowledge of emergency procedures appropriate to a variety of situations.

4. Understands the rights, responsibilities and procedures to maintain personal safety.

5. Applies knowledge of safety and emergency procedures to the care of children when babysitting.

Note: The intent of sub-theme 'D' is that the students should achieve a general awareness of emergency procedures rather than extensive first-aid treatment skills.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme D: SAFETY AND EMERGENCY PROCEDURES
Grade 7

CONTENT	LEARNING RESOURCES
1. EMERGENCIES Definition: - any situation threatening harm to an individual i.e., poisoning, child molestation, fires	Discovering Yourself (Basic) Student Text, pp. 173-191. Lifestyle 1 (Basic) Student Text, pp. 123-126.
2. EMERGENCY PROCEDURES a. Priorities: - saving life: assess situation; treat life-threatening injuries first - preventing further injury	Emergency First Aid: Safety Oriented, Second Canadian Edition (Supplementary) Teacher Resource Discovering Yourself (Basic) Student Text, pp. 173-191. Lifestyle 1 (Basic) Student Text, pp. 123-126.
b. Procedures: - steps to follow: assess situation; determine priorities; plan appropriate action - appropriate action for fires; drowning; falls; illness; dental injuries	
c. Care for shock: - needed for all accident victims - guidelines: recovery position; normal body temperature; regularly check breathing; get medical help; comfort and reassure victim, never leave alone	
d. Life-threatening injuries: - first aid procedures: breathing/choking; severe bleeding; poisoning; severe burns; other	

CONTENT	LEARNING RESOURCES
e. Other injuries: - treatment: minor cuts; minor burns; bumps and falls; fractures; frostbite; nosebleeds; injuries to mouth, teeth, gums	
3. PERSONAL SAFETY (**ELECTIVE**) *This area has been designated as elective as it allows further exploration of an area that is highly relevant to some students at this age.*	Teacher Resource Manual Chapter 2 - Theme IV.
a. Physical abuse: - sexual abuse - battering/assault	
b. Identifying threats to personal safety leading to loss of power (control): - human - environmental	
c. Dealing with threats to personal safety: - regaining power (control) - establishing personal control - assertive behavior - communications - responsibility - resource agencies	

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme D: SAFETY AND EMERGENCY PROCEDURES
Grade 7

CONTENT	LEARNING RESOURCES
4. APPLYING SAFETY AND EMERGENCY PROCEDURES TO BABYSITTING (**ELECTIVE**) *Depending on individual and community need, this segment could be offered as an extracurricular topic in the school or the community at large.* a. Care of children: - basic needs of children - safety precautions - emergency procedures b. Babysitting: - responsibilities - conditions of employment - hazards of employment (e.g., transportation home)	Discovering Yourself (Basic) Student Text, pp. 187-188. Lifestyle 1 (Basic) Student Text, pp. 83-84. Teacher Resource Manual Chapter 2 - Theme IV.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme E: PERSONAL WELLNESS
Grade 7

GENERAL OBJECTIVE

1. Understanding the relationship between lifestyle, health and individual responsibility for achieving wellness.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Understands the concept of the illness/wellness continuum.
2. Understands the relationship between lifestyle and health.
3. Recognizes the concepts of risk reduction and risk elimination to improve wellness throughout life.
4. Understands the nature of diseases common to adolescents.
5. Recognizes the nature of communicable and chronic diseases.
6. Understands the nature of disability and its management.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme E: PERSONAL WELLNESS
Grade 7

CONTENT	LEARNING RESOURCES
1. ILLNESS/WELLNESS CONTINUUM a. Definition: Health status of individuals exists on a continuum from illness to wellness. Health can be seen from a disease perspective where signs and symptoms prompt treatment, or from a wellness perspective where awareness, education and growth allow the individual to assume personal responsibility for good health	Discovering Yourself (Basic) Student Text, pp. 7-19. Lifestyle 1 (Basic) Student Text, pp. 107-122. Teacher Resource Manual Chapter 2 - Theme IV.
2. RELATIONSHIP BETWEEN LIFESTYLE AND HEALTH a. Behavior: - smoking and alcohol - diet - fitness - stress management - oral hygiene - safety - environment - other b. Risk reduction: - immunity mechanisms - immunization programs: i.e., polio, measles, tetanus, rubella - seat belts, helmets - fluoride	Discovering Yourself (Basic) Student Text, pp. 105-155, 200-204, 174-177, 193-197. Lifestyle 1 (Basic) Student Text, pp. 107-122, 101-102.

CONTENT	LEARNING RESOURCES
c. Risk elimination: i.e., vaccination, dietary changes - controlling the sources - environment	
3. DISEASE a. Definition: The term can be used to describe any condition that unfavourably affects normal functioning. This may include health concerns from the common cold to cancer, and even conditions causing discomfort e.g., a broken leg	Lifestyle 1 (Basic) Student Text p. 117-120. The Kit: A Guide to Decision-Making and Health for Grades 7 to 8, Revised (Supplementary) Kit Discovering Yourself (Basic) Student Text, pp. 113-114, 200-204, 132-133, 142.
b. Common diseases among teenagers: - tooth and gum diseases: malocclusion; gingivitis; dental caries; other - skin problems: acne; cold sores; skin reactions to commercial products; other - chronic respiratory disease: asthma - common communicable diseases: cold; flu	
c. Causes of the above conditions	
d. Symptoms of the above conditions	
e. Treatments for the above conditions	
f. Preventive measures for the above conditions	

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme E: PERSONAL WELLNESS
Grade 7

CONTENT	LEARNING RESOURCES
4. COMMUNICABLE DISEASES a. Definition: An illness in humans that is caused by an organism or micro-organism or its toxic products and is transmitted directly or indirectly by an infected person or animal or the environment Examples: - fungus (athlete's foot) - viruses (warts, flu, mononucleosis, hepatitis) - bacteria (impetigo, tuberculosis) b. Transmission of communicable diseases: - people: direct, indirect contact - air: in air we breathe, sneeze, cough - food: bacteria growth on food, toxins, food poisoning, food handling practices - water: organic wastes - animals: pests, mosquitoes	Discovering Yourself (Basic) Student Text, pp. 200-204. Lifestyle 1 (Basic) Student Text, pp. 117-120.
5. CHRONIC DISEASES a. Definition: An illness which is always present, marked by long duration or frequent recurrence. There may be a variety of emotional, social and economic implications with chronic disease	Discovering Yourself (Basic) Student Text, pp. 204-207. Lifestyle 1 (Basic) Student Text, p. 120.

CONTENT	LEARNING RESOURCES
Examples: - epilepsy - diabetes - cancer (lung especially) - arthritis - cardiovascular diseases - cirrhosis of the liver - emphysema - periodontal disease - other b. Characteristics of each of above conditions c. Methods for detecting each of the above conditions d. Possible causes of each of the above conditions; e.g., heredity e. Control or treatment of chronic disease: - lifestyle patterns: habits; working conditions - medical advances f. Preventive measures for chronic disease g. Support agencies that assist persons who may have the above conditions 6. MYTHS AND PSEUDO CURES 7. DISABILITY a. Causes: - congenital: i.e., cerebral palsy, spina bifida	<u>Discovering Yourself</u> (Basic) Student Text, pp. 205-206. <u>Lifestyle 1</u> (Basic) Student Text, p. 119. <u>Teacher Resource Manual</u> Chapter 2 - Theme IV.

CONTENT	LEARNING RESOURCES
- environmental: i.e., allergy - any reaction inside the body to something inhaled, swallowed, put on the skin or injected - accidental: i.e., spinal cord injury b. Management: - treatment: i.e., medication - mechanical assistance: i.e., braces, wheelchair, seeing eye dog - mobility/accessibility: i.e., wheelchair access c. Relationship to health: An individual following good health practices may achieve a high level of wellness despite a disability.	

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme F: CLEANLINESS (Optional)
Grade 7

GENERAL OBJECTIVE

1. Understanding the importance of personal hygiene for the general health of an individual.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Recognizes the importance of regular hygiene routines.
2. Appreciates the appropriate use of personal health care products.
3. Identifies kinds of skin, hair, nail and tooth disorders.

Note: The teacher may wish to explore this sub-theme (Cleanliness) if a need is identified within the group. Much of the content will have been covered at the elementary level.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme F: CLEANLINESS (Optional)
Grade 7

CONTENT	LEARNING RESOURCES
1. DAILY HYGIENE (Optional) *The elementary health program deals with daily hygiene extensively. Teachers may utilize this content selectively if it is relevant to individuals within the group.* a. Daily personal hygiene routine: - bathing: regular bath, shower or sponge baths - controlling body odor - brushing and flossing of teeth - washing and brushing of hair - sanitary washroom procedures (especially menstrual hygiene) b. Reasons for healthy daily personal hygiene routine: - bathing: for fresh, clean skin - controlling body odor: for fresh feeling of confidence - brushing and flossing of teeth: decay prevention, nice smile - washing and brushing hair: clean and neat appearance - attending to common skin problems and acne: clear complexion - attending to allergies: relief from skin rashes c. Food handling practices: - individual drinking cups: prevents transmission of germs - foods stored properly do not lose nutrients, e.g., orange juices require refrigeration	Discovering Yourself (Basic) Student Text, pp. 113-115, 135. Lifestyle 1 (Basic) Student Text, pp. 107-114.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme F: CLEANLINESS (**Optional**)
Grade 7

CONTENT	LEARNING RESOURCES
2. **USE OF PERSONAL HEALTH CARE PRODUCTS (Optional)** *Content on personal health products may be appropriate for some students.* - cleanliness - other NOTE: Because some personal hygiene products involve direct body contact, these products should not be shared.	Lifestyle 1 (Basic) Student Text, p. 111.
3. **SKIN, HAIR, NAIL, AND TOOTH DISORDERS (ELECTIVE)** *Content in the areas of skin, hair and tooth disorders may be appropriate for some students.* a. Skin: - problems: blisters, frostbite, rough skin, sunburn, athlete's foot - other - causes: abrasive action, cold, climatic conditions, exposure to sun, fungal infections - prevention: clean shower stalls; properly fitted clothing; controlled exposure to environment; use of skin creams b. Hair: - problems: dry hair, oily hair, split ends - preventive measures: use swim cap in chlorinated water; proper shampooing and conditioning techniques; proper styling techniques	Discovering Yourself (Basic) Student Text, pp. 113-114. Lifestyle 1 (Basic) Student Text, pp. 108-114. Teacher Resource Manual Chapter 2 - Theme IV.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme F: CLEANLINESS (Optional)
Grade 7

CONTENT	LEARNING RESOURCES
c. Nails: - problems: hangnails; ingrown toe nails; broken nails - preventive measures: proper manicure techniques; proper selection of footwear (fit and style); proper pedicure techniques d. Teeth: - problems: chipped, broken, malaligned teeth - preventive measures: mouth guards, dental appliances	

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme G: DRUG USE AND ABUSE
Grade 7

GENERAL OBJECTIVES

1. Understanding basic drug information relevant to adolescents.
2. Understanding the need for accurate information when making responsible decisions regarding drug use.
3. Understanding various external and internal factors that influence responsible decisions regarding drug use.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Defines drugs, drug use and drug abuse.
2. Develops increased awareness of the similarities among various types of drug abuse.
3. Understands that any given drug has many possible effects.
4. Develops an awareness of some facts and myths about drug use/abuse.
5. Recognizes why people use/abuse drugs.
6. Assesses the risks related to drug use/abuse.
7. Understands the legal aspects of drug use/abuse.

Note: Careful selection of drug information reflecting consideration of age, maturity and community is necessary to deal appropriately with this sub-theme.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme G: DRUG USE AND ABUSE
Grade 7

CONTENT	LEARNING RESOURCES
1. DEFINITIONS a. Drug: a substance other than food, which changes the way the body or the mind works b. Drug use: the use of any substance which changes the way the body or mind works c. Drug abuse: drug use that in some way causes problems. Problems can occur within any of the major life areas, such as physical/ mental health, family/friends, social encounters, school/job	Discovering Yourself (Basic) Student Text, pp. 125-126. Lifestyle 1 (Basic) Student Text, pp. 121-122.
2. SIMILARITIES AMONG TYPES OF DRUG USE a. Types of drug use include: - therapeutic: using drugs to seek relief from pain and discomfort, e.g., after operations, for headaches - ceremonial: using drugs as part of an established social or religious ritual, e.g., toast to the bride - recreational: using drugs to seek pleasure or enjoyment, e.g., coffee breaks b. Similarities: - all drugs can be abused - drug abuse is determined more by how and why a person uses a drug than by only the properties of the drug	Alcohol: Facts, Myths and Decisions (Recommended) Filmstrip Kit Marijuana Bulletin: A Research Update (Recommended) Filmstrip Kit Skills for Adolescence (Supplementary) Kit Teacher Resource Manual Chapter 2 - Theme IV.

CONTENT	LEARNING RESOURCES
c. Commonly abused drugs include: - most often abused are the psychoactive category of drugs (mood-altering drugs); of these, alcohol and nicotine are the most often abused drugs - cannabis and prescription drugs are also in this category	
3. DRUG EFFECTS a. Desired and undesired effects: - any given drug has many possible effects - drug effects can be both desired and undesired - effects vary according to factors related to the person, the drug and the situation in which the drug is used - the desired effects are the effects the drug is intended to produce and the undesired effects are the consequences other than those intended	Teens and Alcohol Series (Recommended) Series includes three video programs (20 minutes each) and Teacher's Guide Lifestyle 1 (Basic) Student Text, pp. 121-122. Teacher Resource Manual Chapter 2 - Theme IV.
b. Drug interactions: - if two or more drugs are used at the same time they interact and the effects can become unpredictable and unsafe	

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme G: DRUG USE AND ABUSE
Grade 7

CONTENT	LEARNING RESOURCES
4. INFORMATION a. Identify the type of information necessary to make responsible decisions regarding drug use: - what is the reason for use? what results are desired? what else will produce similar results? - what are the short and long term effects of the drug? - what are the social, legal, moral, etc., consequences? - what other risks are involved to you or to others? - what do you need to know about yourself before making a decision? b. Reliable sources available: - doctors, pharmacists, nurses - library - health clinics - guidance counsellors - Community Health office - AADAC - Alberta Alcohol and Drug Abuse Commission - Support Groups (Alcoholics Anonymous, Alateen) - other c. Major drug categories: - Hallucinogens: drugs which affect perception, emotions and mental processes in a major way. Effects are unpredictable. Examples - LSD, PCP, Psilocybin (magic mushrooms)	Lifestyle 1 (Basic) Student Text, p. 122. Lifestyle 2 (Basic) Chapter 8, pp. 93-111. Teacher Resource Being Yourself (Basic) Chapter 8, pp. 175-195. Teacher Resource

CONTENT	LEARNING RESOURCES
- Narcotic Analgesics: drugs which relieve pain and may also produce a feeling of well-being. Because of the highly addictive nature of these drugs they are under the strictest legal control. Many drugs in this category have valuable medical use. Examples: codeine, heroin, opium - Sedative Hypnotics: drugs that slow down or depress the central nervous system. In low doses they produce a feeling of well-being and drowsiness. In high doses they can produce severe intoxication, coma, and even death. These drugs are also addictive. Examples: sleeping pills, alcohol, inhalants - Tranquillizers: drugs which have effects that are similar to Sedative-Hypnotics but milder. In low doses they produce a sense of well-being and calmness and can be addictive with regular, long term use. Examples: valium, librium - Stimulants: drugs which speed up the central nervous system. They produce fairly quick, short term increases in energy and alertness and suppress appetite. They can produce a very strong psychological dependence; some also produce a physical addiction. Examples; cocaine, caffeine, nicotine, amphetamines	

CONTENT	LEARNING RESOURCES
- Cannabis: this drug is often placed in a category of its own because it doesn't fit into any one of the above categories. Effects range from feelings of well-being and relaxation to paranoia. Hazards associated with cannabis use include damage to lungs and throat, impaired ability to fight disease, and various psychological risks related to learning and loss of motivation. Examples: marijuana, hash, hash oil d. Common myths: - coffee sobers one up - marijuana doesn't impair driving - smoking only affects the smoker - other 5. FACTORS AFFECTING NON-MEDICAL DRUG DECISIONS a. Personal influences: - relaxation - dependency - experimental (curiosity) - self-concept - social skills - habit - lifestyle - quality of available drug information	

CONTENT	LEARNING RESOURCES
b. Environmental influences: - peer influence - social acceptance - ceremony (family, tradition, religious beliefs) - media influence - opportunities for use - lack of alternative activities 6. RISKS a. Risks to the individual: - mental health - physical health - developing habits or dependency - legal - social - safety - other b. Factors that influence risks: - characteristics of the person using the drug (mental and physical health, age, size, reasons for use, etc.) - characteristics of the drug (dose, route into body, interaction with other drugs, purity, side effects, etc.) - characteristics of the setting (where and when the drug is used)	

TEACHING HUMAN SEXUALITY

Theme V: Human Sexuality is an optional theme.

Approval by the local Board of Education is required prior to teaching the human sexuality theme.

It is recognized that teaching human sexuality is a responsibility which the teacher shares with the home. Consequently, it is highly recommended that the following conditions be met before the theme is introduced:

- a parent information night to meet the teacher, and to review media and teaching concepts.
- parental permission sought for each child who will attend the class.

It is also recommended that the teacher:

- involve selected local community health or medical services personnel in the parent night.
- invite guest speakers well in advance, e.g., community health professionals, physician, or other trained personnel from the community.
- within the policy of the school board, encourage parents to visit the classroom whenever they wish.
- discuss lessons with another person to establish a feeling of comfort in using terms and concepts.
- decide (within the policy of the board) how students will be grouped for certain portions of this unit.
- mail a newsletter to parents outlining lesson concepts in order to stimulate student/parent discussions.
- consider diagrams only for reinforcing information received about the reproduction system (films, filmstrips, speakers) rather than for testing purposes.
- delineate clearly the instructions planned for students who opt out of Theme V.

Note: For assistance in planning for Theme V., refer to the Teacher Resource Manual. The manual provides background information on each of the topics, a glossary of terms, sample lesson plans and many suggested teaching strategies and approaches.

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme A: PUBERTY
Grade 7

GENERAL OBJECTIVE

1. Understanding and accepting the stages and levels of physical and emotional/personal development that occur during puberty.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Has increased awareness that puberty is a process of growth and change.

2. Understands that each individual grows and develops uniquely, according to a predictable sequence.

3. Develops an awareness of the role of the endocrine system in the onset of puberty.

4. Understands the physical changes that occur.

5. Has an increased awareness of the emotional changes associated with puberty.

6. Develops an awareness of the effects that puberty has on relationships with parents, siblings and peers.

(Optional) THEME V: HUMAN SEXULAITY
Sub-theme A: PUBERTY
Grade 7

CONTENT	LEARNING RESOURCES
1. PUBERTY a. Growth, development and puberty: - define growth re body size - define development re body function - define puberty: stage of rapid growth and development during which sexual reproduction becomes possible and secondary sexual characteristics develop b. Uniqueness of individual development: - wide variations occur among individuals (heredity, nutrition) - variations are natural - females usually begin puberty earlier than males	Then One Year (Recommended) Film/Videotape, 20 minutes. Teacher Resource Manual Chapter 5.
2. ANATOMY AND PHYSIOLOGY a. Reproductive system: - male (penis, urethra, vas deferens, testicles, scrotum, glans, foreskin, prostate, Cowper's gland) - female (ovaries, fallopian tubes, uterus, cervix, vagina, labia, clitoris, hymen) b. Endocrine system: - define hormone, pituitary gland, testes, ovaries, breasts - effect of pituitary on ovaries and testes - effect of male and female hormones on other changes during puberty (moods)	Teacher Resource Manual Chapter 5.

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme A: PUBERTY
Grade 7

CONTENT	LEARNING RESOURCES
3. PHYSICAL CHANGES DURING PUBERTY a. Female: - average range of age at onset 10-12 years - breast development, widening of hips - development of body hair - menstrual cycle begins (menarche) - ovulation - rapid physical growth, height/weight - skin changes, changes in sweat glands - increase in size of reproductive organs b. Male: - average range of age at onset 12-15 years - shoulders and chest broaden - voice changes - changes in skin, sweat glands - development of body hair - rapid physical growth, height/weight - increased strength - increase in size of reproductive organs - erections, sperm production - nocturnal emissions 4. SOCIAL/EMOTIONAL CHANGES IN PUBERTY a. Differences in social/emotional outlook: - individual differences - self-consciousness about physical changes - more interested in appearance of self and others	Teacher Resource Manual Chapter 5.

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme A: PUBERTY
Grade 7

CONTENT	LEARNING RESOURCES
- increased awareness of sexuality; attraction towards others - increased curiosity about sexuality - variations in mood, emotions - sexual thoughts, dreams b. Puberty and relationships: - individual differences - different needs at home and with peers - teen/parent acceptance of desire for freedom, responsibility, dating, privacy - changing importance of peer and home relationships	

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme B: REPRODUCTION
Grade 7

GENERAL OBJECTIVE

1. Understanding the process of reproduction.

INSTRUCTIONAL OBJECTIVE THE STUDENT

1. Understands the process of reproduction from conception through fetal development to birth.

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme B: REPRODUCTION
Grade 7

CONTENT	LEARNING RESOURCES
1. REPRODUCTION a. Conception: - define: sperm, ovum - define conception: union of one sperm with one ovum - rapid cell division and specialization begins - twinning - sex determination - technology b. Fetal development: - define: embryo, fetus - stages of fetal development during pregnancy - functions of placenta, umbilical cord c. Birth process: - define: labor, the process during which the muscles of the uterus contract - process: position of baby, widening the cervix, pushing the baby through the vagina - caesarian section	Teacher Resource Manual Chapter 5.

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme C: DECISION-MAKING
Grade 7

GENERAL OBJECTIVES

1. Understanding the concept of maturity and sexual expression.

2. Awareness of the basic purpose and function of contraception.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Recognizes the difference between physical maturity and social/ personal maturity and reproduction.

2. Develops an awareness of the purpose and function of abstinence/ birth control.

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme C: DECISION-MAKING
Grade 7

CONTENT	LEARNING RESOURCES
1. FORMS OF SEXUAL EXPRESSION a. Forms: - poetry, music, art, letters - kissing, holding hands, smiling, hugging - touching - sexual intercourse - masturbation: facts and myths b. Physical and social/personal maturity: - physical maturity: relates to organs of reproduction and general physical health and body structure - social/personal maturity: relates to handling the emotional consequences of a serious relationship; relates to the ability of the person to raise and care for child; relates to level of relationships c. Factors affecting responsible excision-making in sexual expression: - family, community, and religion - individual attitudes - peer influence - state of readiness - relationship of love and levels of sexual expression/activity - sexually transmitted diseases	Teacher Resource Manual Chapter 5.

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme C: DECISION-MAKING
Grade 7

CONTENT	LEARNING RESOURCES
2. ALTERNATIVES TO PREGNANCY a. Abstinence b. Contraception: - purpose - function - availability - many types c. Decision-making: - attitudes towards contraception - reasons for use, misuse, non-use - myths and facts	Teacher Resource Manual Chapter 5.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 8

GENERAL OBJECTIVES

1. Understanding self-concept and the factors which affect it.
2. Understanding that time, place and culture affect male/female roles.
3. Understanding stereotyping and its effect on male/female roles.
4. Understanding the relationship between values and decision-making.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Understands self-concept and identifies the ways in which life experiences affect self-concept.
2. Develops an understanding concerning social and environmental factors which may affect a person's development.
3. Identifies the effects of self-concept on behavior.
4. Recognizes the effects of negative treatment on others.
5. Recognizes the effects on oneself when treating others negatively.
6. Understands and appreciates the importance of developing positive self-concept.
7. Understands the importance of positive support and of contributing to the positive self-concept of others.
8. Has an increased awareness of the effect that society has on male and female roles.
9. Has an increased awareness of the effect that time, place and culture have in defining roles.
10. Has an increased awareness of the limiting nature of sex role stereotyping on individual development.
11. Has an increased awareness of the sexual double standard and ways of coping with it.
12. Has an increased awareness of the changing nature of male and female roles.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 8

OBJECTIVES THE STUDENT

13. Defines basic values.

14. Understands how values, which may change over time, are acquired and assimilated, and how they may affect behaviors, including decision-making.

15. Identifies and develops qualities that assist in promoting positive self-image.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 8

CONTENT	LEARNING RESOURCES
1. SELF-CONCEPT (REVIEW) a. Define self-concept b. Life experiences affect self-concept c. Social and environmental factors	Being Yourself (Basic) Student Text, pp. 29-35. Lifestyle 2 (Basic) Student Text, pp. 9-15. *Note: The following teacher resource accompanies the Basic text and can be referred to throughout the theme. *Lifestyle 2 Teacher's Guide (Recommended) What Do You Like About Yourself? Developing a Positive Self-Concept! (Recommended) Teacher Resource
2. EFFECTS OF POSITIVE AND NEGATIVE TREATMENT (REVIEW) a. The value of giving positive support to others b. Building esteem and positive self-concept in others c. Effect of negative treatment on others d. Effects on oneself of treating others negatively	Being Yourself (Basic) Student Text, pp. 35-38. Lifestyle 2 (Basic) Student Text, pp. 13-15. Teacher Resource Manual (Junior High Health and Personal Life Skills) Chapter 3 - Theme I.
3. RELATIONSHIP BETWEEN SELF-CONCEPT AND BEHAVIOR - self-concept influences behaviors; behaviors lead to reinforcement of self-concept, e.g., shyness, openness, prejudices, other	Lifestyle 2 (Basic) Student Text, p. 13. Teacher Resource Manual Chapter 3 - Theme I.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 8

CONTENT	LEARNING RESOURCES
4. STEREOTYPING **(ELECTIVE)** *Since this section may have been covered previously or in other subject areas, teachers may wish to omit or use for remediation or enrichment purposes.* a. Define b. Advantages: - allows people to know where they fit - passes on traditional values - other c. Disadvantages: - denies individuals right to choose freely - locks people into specific behaviors - creates erroneous beliefs - other d. Language and stereotyping: Language as a reflection of sex-role stereotyping: - objects referred to as "she" - generic terms, e.g., mankind - women described as "the weaker sex", men as "the stronger sex" - introduction of women in context of marital status - other	"What Will Tomorrow Bring?..." A Study of the Aspirations of Adolescent Women (Supplementary) Teacher Resource Teacher Resource Manual Chapter 3 - Theme I.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 8

CONTENT	LEARNING RESOURCES
5. SEXUAL DOUBLE STANDARD **(ELECTIVE)** a. Define: - situation in which certain behaviors are considered appropriate for one sex but not the other - examples of ways in which boys/girls are expected to act differently with respect to sexuality b. Define androgyny: - situation in which one feels comfortable expressing personal qualities once attributed to only one sex, e.g., tender, caring male or ambitious female	Being Yourself (Basic) Student Text, p. 36. Lifestyle 2 (Basic) Student Text, p. 12.
6. VALUES AND DECISION-MAKING a. Developing desirable personal characteristics (Policy statement can be found on page 16 of this guide as well as all Program of Studies documents.) b. Acquiring and assimilating values: - reinforcement of behaviors that reflect values - socialization of children - observation of what is chosen freely by significant others - what seems to be prized or cherished - what is acted upon or repeated consistently	Being Yourself (Basic) Student Text, pp. 39-44. Lifestyle 2 (Basic) Student Text, pp. 15-17. "What Will Tomorrow Bring?..." A Study of the Aspirations of Adolescent Women (Supplementary) Teacher Resource Teacher Resource Manual Chapter 3 - Theme I.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 8

CONTENT	LEARNING RESOURCES
c. Changes in values: - some values may remain unchanged: religious beliefs, respect for truth or honesty, loyalty, justice - some values may change due to internal or external factors such as change in lifestyle, change in faith, maturation, change in family status d. Deciding values: - values affect selection of appropriate alternatives, the way one sees each of the consequences and one's ultimate choice or decision - values influence behavior which is the outward expression of inner values and attitudes - guilt may result if behavior and values are inconsistent; conscience	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme B: FEELINGS
Grade 8

GENERAL OBJECTIVE

1. Recognizing the concepts of feelings and their management.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Understands that variations in moods are natural.
2. Recognizes that there may be many ways of managing feelings in self and others.
3. Identifies favorable and unfavorable effects of emotions.

Note: In the content the terms moods, feelings and emotions are used interchangeably.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme B: FEELINGS
Grade 8

CONTENT	LEARNING RESOURCES
1. MOOD VARIATION Describe mood variation: - situation in which an individual may be experiencing one emotion and then, in a relatively short period of time, begin to experience an almost entirely opposite emotion - part of normal adolescent development - external factors such as treatment by others, weather, sudden unexpected events, stress, may all have positive or negative impacts on mood - internal factors such as illness, stress, other emotions, successes or failures, may have positive or negative impacts on moods	Being Yourself (Basic) Student Text, pp. 41-44. Lifestyle 2 (Basic) Student Text, pp. 19-26. Teacher Resource Manual Chapter 3 - Theme I.
2. MANAGING FEELINGS a. Decision-making model (page 10): - the decision-making model can help analyze the choices and alternatives, and the positive or negative consequences of each in determining the most appropriate and constructive ways of expressing feelings b. Other methods: - discussion with family, peers, counsellor, classmates - observation of coping skills of significant others	Being Yourself (Basic) Student Text, pp. 41-44. Lifestyle 2 (Basic) Student Text, pp. 22-24. Teacher Resource Manual Chapter 3 - Theme I.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme B: FEELINGS
Grade 8

CONTENT	LEARNING RESOURCES
3. EMOTIONAL EXPRESSION IN OTHERS a. Reasons for lack of expression: - have been 'hurt' in the past and is afraid to open up again - uncertain of the appropriateness of an expression of feelings - the feelings one is expecting are not present in the other person - lack of trust - privacy is important b. Ways to deal with lack of expression: - try to understand why others are sometimes unable to express feelings - gradually develop a higher trust level - show a willingness to express own feelings - communicate desire to know how others are feeling - use communication skills and your own perceptions of other's behavior to attempt to identify what they are feeling	Lifestyle 2 (Basic) Student Text, pp. 24, 27-31. Teacher Resource Manual Chapter 3 - Theme I.
4. FAVORABLE AND UNFAVORABLE EFFECTS OF EMOTIONS a. Favorable effects: - they are natural - when expressed, develop greater closeness to others - increased trust and understanding - provide an outlet for one aspect of one's personality	Being Yourself (Basic) Student Text, pp. 42-43. Lifestyle 2 (Basic) Student Text, pp. 24-26. Teacher Resource Manual Chapter 3 - Theme I.

CONTENT	LEARNING RESOURCES
b. Unfavorable effects: - since feelings are natural, it is the manner of expression or lack of expression which may have unfavorable effects - these unfavorable effects might include: increased stress levels, misunderstanding physical or emotional harm to self or others	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme C: DECISION-MAKING
Grade 8

GENERAL OBJECTIVES

1. Understanding the concepts of passive, assertive and aggressive behavior.

2. Understanding the importance of accepting responsibility for one's behavior.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Defines and identifies passive, assertive and aggressive behaviors.

2. Recognizes alternative courses of action and understands the importance of developing flexible outlooks and behaviors.

3. Understands the importance of using decision-making models.

4. Has an increased awareness that one's behaviors affect others. **(Elective)**

5. Accepts responsibility for one's own ideas, attitudes and behaviors.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme C: DECISION-MAKING
Grade 8

CONTENT	LEARNING RESOURCES
1. PASSIVE, ASSERTIVE AND AGGRESSIVE a. Definitions: - Passive (non-assertive): acted upon by external forces; allows others to make all decisions; often feels powerless; rarely expresses feelings; being a follower - Assertive: not afraid to express feelings; does not purposely use words or actions to harm others; stands up for beliefs in a positive way - Aggressive: may attempt to dominate; may criticize or treat others negatively; takes advantage of others; often argumentative b. Examples: - Passive: unwilling to state opinions; accepts everyone else's ideas of what to do, even if one would rather do something else - Assertive: willing to state opinions in a positive way; may deny the requests of others firmly, calmly and without negative comments - Aggressive: forces opinions on others; issues threats when trying to get his/her own way c. Appropriateness of each behavior	Being Yourself (Basic) Student Text, pp. 51-54. Lifestyle 2 (Basic) Student Text, pp. 27-32. Teacher Resource manual Chapter 3 - Theme I. The Gentle Art of Saying No: Principles of Assertiveness (Supplementary) Filmstrip Kit

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme C: DECISION-MAKING
Grade 8

CONTENT	LEARNING RESOURCES
2. RECOGNIZING ALTERNATIVES Apply decision-making model (page 10) to choose appropriate behaviors: - look at examples of behavior in each situation, and assess the consequences - stress the importance of developing flexible outlooks and behaviors	Being Yourself (Basic) Student Text, pp. 55-62. Lifestyle 2 (Basic) Student Text, pp. 32-35.
3. BEHAVIORS AFFECT OTHERS (**ELECTIVE**) *This section may lend itself to a variety of opportunities to assist students in the development of positive and appropriate behaviors. There exists very definite possibilities for enrichment through community involvement. This would help to make the curriculum relevant to the local community. For example, resource people could be invited into the class and students could be encouraged to participate in volunteer projects in the community.* a. Define behavior: - the outward expression of one's inner attitudes and beliefs b. Examples of behavior which affect others: Positive: - cooperating with parents - doing volunteer work - understanding - complimenting	Lifestyle 2 (Basic) Student Text, p. 35. Teacher Resource Manual Chapter 3 - Theme I.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme C: DECISION-MAKING
Grade 8

CONTENT	LEARNING RESOURCES
Negative: - vandalism - disturbing the classroom - criticizing others - shoplifting - intolerance - other c. Individual responsibility: - choosing one's own behavior - a change in attitude may lead to a change in behavior	

Theme II: RELATING TO OTHERS
Sub-theme A: PEERS
Grade 8

GENERAL OBJECTIVE

1. Understanding basic group processes and the importance of belonging to a group.

INSTRUCTIONAL OBJECTIVES THE STUDENT:

1. Recognizes the importance of building and maintaining friendships. **(Elective)**

2. Understands and appreciates relationships with friends.

3. Recognizes the importance of trust, loyalty, communication, understanding, appreciation, sensitivity and cooperation with friends.

4. Understands developing relationships with the opposite sex and expectations that individuals have in these relationships.

5. Recognizes that new friendships may cause stress on existing friendships.

6. Defines peer groups.

7. Recognizes the influence of peer groups on the individual.

8. Recognizes that parental concern about his/her friends is normal and caring. **(Elective)**

Theme II: RELATING TO OTHERS
Sub-theme A: PEERS
Grade 8

CONTENT	LEARNING RESOURCES
1. FRIENDSHIPS a. Importance of friendships (Review) b. Building friendships **(Elective)** *Since students at this age often have difficulty relating well with others, this section allows opportunity to assist students in the development of positive relationships, should this be deemed necessary.* - initial contacts - stages of relationships - importance of trust, loyalty - appreciation of others' accomplishments - importance of community, sensitivity and cooperation c. Stress on existing friendships: - relationships change as individuals change - different qualities and reasons for friendships	Being Yourself (Basic) Student Text, pp. 67-72. Lifestyle 2 (Basic) Student Text, pp. 37-45. *Note: The following teacher resource accompanies the Basic text and can be referred to throughout the theme. *Lifestyle 2 Teacher's Guide (Recommended) Teacher Resource Manual Chapter 3 - Theme II.
2. PEER GROUPS a. Definition of peer groups: - membership determined by age, grade, interests, abilities - to share interests and interact, test values and behaviors b. Role of peer groups in adolescent development: - dynamics of peer groups	Being Yourself (Basic) Student Text, pp. 72-73.

CONTENT	LEARNING RESOURCES
c. Communication: - assists individuals to relate to each other d. Accomplishments of others: - sports, clubs, teams, etc. - effects of praise	
3. PEER INFLUENCE a. Definition of peer influence: - pressure to belong to a group - to be accepted - to participate in group activities - examples of peer groups b. Influence of peer groups: - pressure to participate in group activities - self-concept tied into self-confidence to make decisions c. Maintaining individuality within groups	Lifestyle 2 (Basic) Student Text, pp. 41-44.
4. PARENTS a. Concern of parents: - friends and their values, similarities, and differences - influence of friends	Being Yourself (Basic) Student Text, p. 73. Lifestyle 2 (Basic) Student Text, p. 45.

Theme II: RELATING TO OTHERS
Sub-theme A: PEERS
Grade 8

CONTENT	LEARNING RESOURCES
b. Communication between parents and teens: (**Elective**) *This section may provide an opportunity to address more extensively appropriate models of communication and the experiencing and application of this in a neutral environment.* - love - concern about welfare of children - accepting the growing independence - responsibility	Teacher Resource Manual Chapter 3 - Theme II.

Theme II: RELATING TO OTHERS
Sub-theme C: FAMILY
Grade 8

GENERAL OBJECTIVE

1. Understanding that the family has universal functions in meeting the needs of society and individual members.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Understands various family structures.
2. Identifies particular functions fulfilled by family members.
3. Appreciates that family members influence the lives of each other.
4. Recognizes similarities among families of different cultures.
5. Understands the role of the family in transmitting culture.
6. Understands the rights and responsibilities of family members.
7. Identifies positive ways of handling family conflicts.
8. Identifies advantages of birth order positions.
9. Identifies ways to enhance family relationships.
10. Identifies individual and family life cycles.
11. Considers alternate lifestyles available to families.

Theme II: RELATING TO OTHERS
Sub-theme C: FAMILY
Grade 8

CONTENT	LEARNING RESOURCES
1. STRUCTURE AND FUNCTION OF FAMILIES a. Definition of families: Families in Alberta take many forms. The nuclear family of a married couple with children is the most common arrangement. The extended family including grandparents or other relatives continues to exist, although it is less prevalent than it was in earlier generations. Teachers must be aware that in today's society there are other types of family groupings as well. Although they may differ in structure from the traditional nuclear family, they have as their purpose the nurturing of the child, and provision for the physical, emotional and psychological security of the family members. Note: Teachers should be aware of the variety of possible family structures and avoid presenting the nuclear family as the only family unit. b. Family arrangements: - two parents - child free - single parent - adoptive - extended - foster - institutional - blended or step - group home - other	Being Yourself (Basic) Student Text, pp. 74-80. Lifestyle 2 (Basic) Student Text, pp. 49-51. Skills for Adolescence (Supplementary) Kit

CONTENT	LEARNING RESOURCES
c. Family functions: - material - emotional - intellectual d. Roles change dependent upon life-style choices of family members: - work in the home - work away from the home - dual career e. Transmission of culture: - cultural similarities and differences - importance of traditions - family reunions	
2. RELATIONSHIPS AMONG FAMILY MEMBERS a. Rights and responsibilities of family members b. Resolving conflicts e.g., parent-child, sibling-sibling c. Uniqueness of birth position d. Ways to enhance family relationships e. Role and importance of the extended family unit	Being Yourself (Basic) Student Text, pp. 81-84. Lifestyle 2 (Basic) Student Text, pp. 52-58. Lifestyle 2 Teacher's Guide (Recommended)

Theme II: RELATING TO OTHERS
Sub-theme C: FAMILY
Grade 8

CONTENT	LEARNING RESOURCES
3. LIFE STAGES Individual and family life cycles: - infancy - childhood - adolescence - young adult - middle years - senior years	Being Yourself (Basic) Student Text, p. 77. Lifestyle 2 (Basic) Student Text, p. 51. The Magic Moth (Recommended) Film/Videotape, 22 minutes. "Aging, Dying and Death", Health Focus On You Series (Recommended) Student Book and Teacher's Guide only.

Theme III: LIFE CAREERS
Sub-theme A: CAREER AWARENESS AND PREPARATION
Grade 8

GENERAL OBJECTIVES

1. Understanding the interdependence of jobs/occupations.
2. Understanding the relationship between occupational and lifestyle choices.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Develops an understanding of the concept of time management.
2. Observes the ways in which occupations may influence lifestyle and satisfy personal needs.
3. Recognizes an awareness of ways in which workers in various occupations are interdependent.
4. Understands the demands of the marketplace.
5. Identifies characteristics necessary to obtain and keep a job.

Theme III: LIFE CAREERS
Sub-theme A: CAREER AWARENESS AND PREPARATION
Grade 8

CONTENT	LEARNING RESOURCES
1. TIME MANAGEMENT a. Demands on time: - school, study habits - work, work habits - family - recreation, leisure - structured time versus unstructured b. Importance of time management: - to achieve goals - to meet expectations - to manage stress c. Skills in time management: - scheduling - realistic goals	Being Yourself (Basic) Student Text, p. 95. Lifestyle 2 (Basic) Student Text, pp. 67-68. *Note: The following teacher resource accompanies the Basic text and can be referred to throughout the theme. *Lifestyle 2 Teacher's Guide (Recommended) Teacher Resource Manual Chapter 3 - Theme III. "Educators Information Kit": Ask Me How Series, Grade Eight (Supplementary) Teacher Resource Words on Work: An Integrated Approach to Language and Work (Supplementary) Teacher Resource Making Career Decisions ... A Step At A Time, Book Two (Recommended) Student Book, pp. 16-20.
2. INFLUENCE OF OCCUPATION ON LIFESTYLE a. Residence location: - urban or rural - inner city or suburb - quality, type of housing b. Social status: - financial resources - friends or peers - leisure time activities	Teacher Resource Manual Chapter 3 - Theme III. Being Yourself (Basic) Student Text, p. 98.

Theme III: LIFE CAREERS
Sub-theme A: CAREER AWARENESS AND PREPARATION
Grade 8

CONTENT	LEARNING RESOURCES
c. Respect and recognition: - job status - personal recognition - feelings of personal worth and dignity	
3. OCCUPATIONAL INTERDEPENDENCE	Teacher Resource Manual Chapter 3 - Theme III.
a. Define interdependence	
b. Descriptions and examples	
4. OBTAINING A JOB	Career Trends, Career Information For Students, 1985-86 (Supplementary) Teacher Resource
a. Appearance	
b. Communication skills	Teacher Resource Manual Chapter 3 - Theme III.
c. References, resumes	
d. Previous experience	
e. Attitudes	
f. Specific job related skills	
5. KEEPING A JOB	Teacher Resource Manual Chapter 3 - Theme III.
a. Meeting employer expectations	
b. Personal responsibility	

Theme III: LIFE CAREERS
Sub-theme B: CAREER PLANNING
(ELECTIVE)

Grade 8

GENERAL OBJECTIVES

1. Understanding that career planning is a lifelong process.

2. Understanding the relationships between individual characteristics, career development and personal satisfaction.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Relates school subjects to various occupations.

2. Differentiates among personal abilities, aptitudes, temperaments, and values.

3. Understands the importance of organizing self-appraisal information as an aid to career planning.

Note: This sub-theme on Career Planning allows for various enrichment activities and community involvement. Teachers should consider individual needs and the potential of available community resources.

Theme III: LIFE CAREERS
Sub-theme B: CAREER PLANNING
(ELECTIVE)
Grade 8

CONTENT	LEARNING RESOURCES
1. SCHOOL SUBJECTS AND OCCUPATIONS a. School subjects b. Related occupations	Teacher Resource Manual Chapter 3 - Theme III. Making Career Decisions ... A Step At A Time, Book Two (Recommended) Student Book, Chapters 8-11. Career Trends, Career Information For Students, 1985-86 (Supplementary) Teacher Resource Being Yourself (Basic) Student Text, pp. 99-108. Lifestyle 2 (Basic) Student Text, pp. 62-64.
2. DEFINITIONS a. Abilities b. Aptitudes c. Temperaments d. Values	Lifestyle 2 (Basic) Student Text, p. 65.
3. SELF-APPRAISAL INFORMATION	Safran Student's Interest Iventory, Level I, Third Edition (Recommended) Package includes Students' Booklets, Student's Manuals and Counsellor's Manual
4. INDIVIDUAL PROFILE OF STRENGTHS AND UNIQUENESS a. Abilities b. Aptitudes c. Interests d. Temperaments e. Values f. Related careers	

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme B: NUTRITION
Grade 8

GENERAL OBJECTIVE

1. Understanding the role of nutrition in achieving and maintaining optimum health.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Explains the role of nutrition and "sensible" diet to good health.
2. Identifies nutrients and their importance to the body.
3. Recognizes that different foods contain nutrients in varying quantities and quality.
4. Recognizes that individuals have similar nutrient needs throughout life but in varying amounts.
5. Has an increased awareness of his/her special nutritional needs during adolescence.
6. Recognizes the importance of planning daily food intake that is nutritious.
7. Recognizes the importance of making wise food choices from vending machines and fast food counters.
9. Recognizes that nutritionally sound foods and nutritionally based diets are preferable for any individual.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme B: NUTRITION
Grade 8

CONTENT	LEARNING RESOURCES
1. SIGNIFICANCE a. Many factors influence health. Nutrition is one factor: the fact we eat enables us to live, to grow, to keep health and to have energy for work and play. Some of the ways nutrition affects the individual include: physical well-being, energy level, appearance, athletic performance, attitude b. Effect of nutrition: - nutrition affects individual - heredity and nutrition are two of the factors which determine one's body shape and proportion - nutrition affects body functions: . menstruation . pregnancy . others c. Food plays an important role in the cultural, social, economic and psychological aspects of living as well as the physiological aspects for the individual, the family, society and the nation	Being Yourself (Basic) Student Text, pp. 113-141. Lifestyle 2 (Basic) Student Text, pp. 73-92. *Note: The following teacher resource accompanies the Basic text and can be referred to throughout the theme. *Lifestyle 2 Teacher's Guide (Recommended) Diets for All Reasons (Recommended) Film/Videotape, 20 minutes.
2. FACTS a. Definitions: - NUTRIENTS are substances the body needs to carry on life processes	Lifestyle 2 (Basic) Student Text, pp. 74-79. Being Yourself (Basic) Student Text, p. 116.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme B: NUTRITION
Grade 8

CONTENT	LEARNING RESOURCES
- ENERGY CONTENT: Foods vary in energy content (kilojoule value) according to the amount of CHO, protein, fat and alcohol they contain; e.g., 1 g protein = 17 kJ 1 g carbohydrate = 17 kJ 1 g fat = 37 kJ 1 g alcohol = 30 kJ e.g., baked potato/French fries apple/baked apple/ apple pie	Canada's Food Guide Handbook (Supplementary) Student and Teacher Resource
- "SENSIBLE" DIET implies a balance of nutritional choices based on Canada's Food Guide	
- SPECIAL DIETS (therapeutic diets) are dietary adaptations, e.g., low sodium, diabetic for management of disease	
- "NUTRITION is the sum of all processes that occur in the body to break down foods into their various components. The body then uses these substances for growth, repair, and maintenance of all the systems that contribute to health."	
3. CLASSIFICATION AND FUNCTIONS OF NUTRIENTS - carbohydrate - fat - protein - vitamin - mineral - water	Lifestyle 2 (Basic) Student Text, pp. 79-83. Being Yourself (Basic) Student Text, pp. 117-131.

CONTENT	LEARNING RESOURCES
4. SPECIAL NUTRITIONAL NEEDS DURING ADOLESCENCE a. Nutrient needs of adolescents differ from those of other age groupings because the teenager's body is in a period of rapid growth: - total kilojoule (energy) content is higher especially at the growth spurt - increased servings from the milk and milk products food group are required to obtain the calcium required for bone growth - additional iron is required, particularly for females b. Nutritional guidelines - Recommended Nutrient Intakes (R.N.I.) for Canadians, 1983: The RNIs are detailed information on specific nutrient needs (e.g., 45 mg vitamin C is needed by teenage girls daily); they are used by health professionals - Canada's Food Guide: Canada's Food Guide translates these nutrient recommendations into food terms that are understandable by all Canadians (e.g., teenage girls should have citrus fruit or vitaminized juice daily)	Diets for All Reasons (Recommended) Film/Videotape, 20 minutes. Being Yourself (Basic) Student Text, pp. 130-132. Lifestyle 2 (Basic) Student Text, pp. 84-86. Canada's Food Guide Handbook (Supplementary) Student and Teacher Resource

CONTENT	LEARNING RESOURCES

c. Food and nutrient claims:
 	
- Health foods are:
 	
• foods that are advertised as having special qualities to promote good health and prevent, treat or cure disease. However, the term is misleading because the nutrients in all foods can contribute to one's nutritional intake; e.g., Brewers Yeast is a good source of B vitamins but so are all breads and cereals
 	
- "Natural or organic foods" are:
 	
• food direct from nature (unaltered)
• through advertising, the term implies "superior" food; however, natural foods are not necessarily superior foods; e.g.,
  • honey is a sweetener just like table sugar
  • raw milk can be unsafe to drink since there is a risk that harmful bacteria will be present; pasteurization of milk destroys harmful bacteria
  • bread made without preservatives has a short shelf life	

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme B: NUTRITION
Grade 8

CONTENT	LEARNING RESOURCES
5. APPLICATION a. "Sensible" diet meets the following criteria: - selecting meats and snacks to meet Canada's Food Guide recommendations - selecting a variety of foods from each food group every day - individual food needs varying with sex, age, activity - moderation when using foods rich in salt, sugar or fat - meals and snacks chosen meet energy needs - choices that minimize dental decay For additional energy increase the number and size of servings from the various food groups or add other foods. b. Fast foods: For acceptable choices from vending machines or fast food counters select: - foods from the four food groups (Canada's Food Guide) low in fat, salt, and sugar - foods that contribute to the total nutrient needs for the day for the individual and add variety c. Fad diets: - "Sensible" diets differ from fad diets	Canada's Food Guide Handbook (Supplementary) Student and Teacher Resource Being Yourself (Basic) Student Text, pp. 135-140. Lifestyle 2 (Basic) Student Text, pp. 88-91.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme B: NUTRITION
Grade 8

CONTENT	LEARNING RESOURCES
- Fad diets are extreme and unbalanced. Fad diets appeal because they promise quick results such as weight loss, muscle bulk, enhanced athletic endurance, etc. • weight loss: e.g.,: formula diets, high carbohydrate (CHO), fasting, high protein • disease prevention: high fibre, hyperactivity (additive free), anti-cancer (fibre, vitamin C, vitamin A) • athletes: carbohydrate loading, nutrient supplements, high protein - Guidelines for evaluating fad diets A fad diet: • does not rely on the variety of foods you normally eat and enjoy • does not always recommend increasing physical activity • does not attempt to include a variety of foods from all four food groups (may promote one over the others) • does not rely on food for essential nutrients (may suggest vitamin-mineral pills or meal replacements instead)	

CONTENT	LEARNING RESOURCES
• does not allow nutritious snacks • does not maintain and promote good health • may not recommend that a doctor be consulted • does not emphasize portion control - may allow unlimited servings d. Nutritional supplements: - no one food or type of food can substitute for proper nutrition - nutritional supplements should only be used on the advice of a physician or registered dietitian - nutritional supplements may be hazardous to health; e.g., excess vitamin intake may cause hypervitaminosis	

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme D: SAFETY AND EMERGENCY PROCEDURES **(ELECTIVE)**
Grade 8

GENERAL OBJECTIVES

1. Understanding the nature of accidents.
2. Understanding the importance of preventing or controlling accidents to preserve life.
3. Understanding the importance of knowing about vehicles and their safe operation.
4. Understanding the implications of the practice of hitchhiking.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Defines the term accident.
2. Identifies the possible causes of accidents and collisions.
3. Has an increased awareness of preventive measures and controls that can be implemented to reduce potential accidents.
4. Has an increased awareness of the factors affecting safe vehicle operation.
5. Has an increased awareness of the factors involved in hitchhiking.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme D: SAFETY AND EMERGENCY PROCEDURES **(ELECTIVE)**
Grade 8

CONTENT	LEARNING RESOURCES
1. ACCIDENTS Definition: - an accident is an unplanned event that can cause injury, death and/or property damage	Being Yourself (Basic) Student Text, pp. 145-148. Lifestyle 2 (Basic) Student Text, pp. 113-115.
2. CAUSE OF ACCIDENTS a. Mental, physical and emotional factors; e.g., physical size, emotional condition b. Individual behaviors; e.g., disregard for the law; showing off; lack of proper knowledge c. External factors: - weather conditions	Lifestyle 2 (Basic) Student Text, pp. 115-117. Being Yourself (Basic) Student Text, pp. 150-152.
3. PREVENTION AND CONTROL OF ACCIDENTS a. Accidents can be prevented or impact lessened: - awareness of total situation including potential hazards - knowledge of defensive techniques - individual responsibility e.g., school bus safety b. Controls and education: Government (Federal, Provincial, Local): - regulations - labeling - licensing - education - enforcement	Emergency First Aid: Safety Oriented, Second Canadian Edition (Supplementary) Teacher Resource Payday (Recommended) Film/Videotape, 18 minutes. Being Yourself (Basic) Student Text, pp. 152-162, 167-170. Lifestyle 2 (Basic) Student Text, pp. 117-125.

CONTENT	LEARNING RESOURCES
Other: - Canadian Standards Association; e.g., electrical wiring codes and helmet standards for motor-bike and hockey - other c. Responsibility for enforcement of accident prevention: - individual - government: legal, standards - private and community agencies, e.g., A.M.A. - other 4. VEHICLE OPERATION a. Knowledge and attitude: - intended purpose of vehicle - operation procedure - maintenance routine to ensure optimum safety - proper use of vehicle operation - built-in safety features - regulations regarding operation of vehicle - insurance protection - potential hazards - safety procedures - positive attitude toward safety b. Information about the safe operation of vehicles: - Alberta Transportation Safety Branch - Alberta Recreation and Parks - Motor Vehicle Administration Act - Off-Highway Vehicle Act - law enforcement officers - St. John Ambulance	Being Yourself (Basic) Student Text, pp. 162-167. Lifestyle 2 (Basic) Student Text, pp. 122-123. Highway Traffic Act (Supplementary) Student and Teacher Resource

CONTENT	LEARNING RESOURCES
c. Effects of alcohol and other drugs on driving skills: - laws - effects - consequences - adolescents as a high risk group 5. HITCHHIKING Facts regarding hitchhiking: - legislation and by-laws regarding the practice - potential traffic hazard while hitchhiking - potential personal risk for the hitchhiker - potential personal risk for the person picking up a hitchhiker	Being Yourself (Basic) Student Text, p. 167. Lifestyle 2 (Basic) Student Text, p. 123.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme G: DRUG USE AND ABUSE
Grade 8

GENERAL OBJECTIVES

1. Understanding the role that risk assessment and decision-making play in the responsible use of drugs.

2. Understanding the relationship between lifestyle and drug use.

3. Understanding the role of various services and agencies where information and help regarding the use and abuse of drugs can be obtained.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Defines drug use and drug abuse.

2. Understands why individuals use/abuse drugs.

3. Assesses the risks related to drug use/abuse.

4. Recognizes the dangers created by drug interactions.

5. Develops a more accurate perception of the causes and consequences of drug use/abuse.

6. Applies decision-making skills in relation to drug use/abuse.

7. Recognizes that individual lifestyles promote alternatives to drugs.

8. Identifies appropriate referrals for various drug use/abuse information and concerns.

Note: Careful selection of drug information reflecting consideration of age, maturity and community is necessary to deal appropriately with this sub-theme.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme G: DRUG USE AND ABUSE
Grade 8

CONTENT	LEARNING RESOURCES
1. DEFINITION OF DRUG AND DRUG ABUSE (REVIEW): a. Definition: - drug: any substance other than food, which is taken to change the way the body or the mind works; e.g., over-the-counter drugs (aspirin), prescribed drugs (valium), other (alcohol) - drug use: the use of any substance which changes the way the body or mind works - drug abuse: drug use that in some way causes a problem. Problems can occur within any of the major life areas such as physical and mental health, family and friends, social encounters, other b. Examples of drug abuse: - taking more of a drug than needed to treat a health problem (e.g., aspirin, cough medicine) - taking a drug prescribed for someone else (e.g., tranquillizers) - drug use that results in family fights, problems in school (e.g., cannabis) - abuse of drug in athletics (e.g., steroids in weight lifting)	Being Yourself (Basic) Student Text, pp. 175-180. Lifestyle 2 (Basic) Student Text, pp. 93-104. Alcohol: Facts, Myths and Decisions (Recommended) Filmstrip Kit

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme G: DRUG USE AND ABUSE
Grade 8

CONTENT	LEARNING RESOURCES
2. INDIVIDUALS USE DRUGS FOR DIFFERENT REASONS (REVIEW) a. Common reasons for drug use include: - peer influence - social - ceremony (family tradition, religious beliefs) - medical - relaxation - dependency - media influence - experimental (curiosity) - other b. One may begin using a drug for one reason but continue or increase use for another reason	Teens and Alcohol Series (Recommended) Package includes three video programs (20 minutes each) and Teacher's Guide. Being Yourself (Basic) Student Text, pp. 181-195. Lifestyle 2 (Basic) Student Text, pp. 106-107.
3. ASSESSING RISKS RELATED TO DRUG USE/ABUSE a. Risks related to drug use vary depending on characteristics of the person using the drug, characteristics of the drug, and the physical and social setting in which the drug is used Risk assessment includes an analysis of the seriousness and probability of a given outcome in both the short run and long run b. Possible risks include: - consequences to mental health - consequences to physical health - consequences to social relationships - developing habits or physical dependency - legal consequences	Marijuana Bulletin: A Research Update (Recommended) Filmstrip Kit Teacher Resource Manual Chapter 3 - Theme IV.

CONTENT	LEARNING RESOURCES
- safety hazards - impact on family, peers and society (for example: second-hand smoke, fetal alcohol effects, family breakdown) - other	
4. DRUG INTERACTIONS - often, if two or more drugs are used in combination they interact and the effects are unpredictable. Effects can be lessened, combined or multiplied	Lifestyle 2 (Basic) Student Text, pp. 104-105.
5. FACTORS THAT MAY INFLUENCE DRUG USE/ ABUSE - peer influence - drug information - opportunities for use - accessibility of alternatives - self-concept, social and interpersonal skills - habit - lifestyle - advertising (beer, wine, cigarettes, pills) - adult behavior modelling - other	
6. CAUSES OF DRUG ABUSE a. Theories: - there are many theories that attempt to explain the causes of drug abuse, but it is difficult to state that one theory is totally correct or incorrect	

CONTENT	LEARNING RESOURCES
b. Examples: - how an individual uses a drug is learned - tendency for drug abuse is inherited - drug abuse is dependent upon the body's reaction to the substance; e.g., allergy - other	
7. TYPES OF PROBLEMS ASSOCIATED WITH DRUG USE/ABUSE	Lifestyle 2 (Basic) Student Text, pp. 107-109.
a. Immediate consequences: these are problems that occur during or immediately after drug use. For example: fights with family or friends, problems with the law, injuries resulting from accidents	
b. Missed opportunities for learning and development: people who use drugs often can miss out on chances to learn from experiencing new situations. For example, using drugs to feel comfortable or have fun in social situations may result in an impaired ability to interact socially	
c. Beginning patterns of dependence: this means "getting into the habit" of using drugs	
d. Dependence: continued use of a drug over a period of time can result in physical and or psychological addiction. Problems in major life areas are associated with drug dependence	

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme G: DRUG USE AND ABUSE
Grade 8

CONTENT	LEARNING RESOURCES
8. DECISION-MAKING a. Decision-making model: (Review) - understanding personal goals and values guides decisions b. Risk factors to consider when making decisions about drug use: - characteristics of the individual (mental and physical health, age, size, reasons for use, previous experience) - characteristics of the drug (dose, route into body, interaction with other drugs, purity, side-effects, etc.) - characteristics of the setting (emotional state and physical surroundings)	The Kit: A Guide to Decision Making and Health for Grades 7 to 8, Revised (Supplementary) Kit Lifestyle 2 (Basic) Student Text, pp. 109-110.
9. ALTERNATIVES a. Means using strategies other than drug use to meet needs b. Also means developing a lifestyle that includes many strategies to meet the needs to have a happy life c. Includes developing self-confidence, self-esteem, good social skills, and having a repertoire of positive ways to manage feelings	Lifestyle 2 (Basic) Student Text, pp. 110-112. Teacher Resource Manual Chapter 3 - Theme IV.

CONTENT	LEARNING RESOURCES
10. AVAILABLE SERVICES AND AGENCIES (**ELECTIVE**) *This section may be handled in greater detail and depth by involving students in activities that create an awareness of locally available agency services. Community involvement is recommended. Teacher may invite agency representatives to the class or have students visit or survey a variety of agencies.* a. Support groups or agency services are available for: - individuals requesting information - any individual abusing drugs (person referred or referred via doctor/counsellor/courts) - a friend or family member experiencing problems as a result of another's drug abuse b. Support groups, resources or agencies include: - immediate family - friends (trainer peer support groups) - counsellors (school, agencies, clergy) - groups: Alateen and Al-Anon; Alcoholics Anonymous; AADAC; Catholic Social Services; Medical Services Branch, Alberta Region: National Native Alcohol and Drug Abuse Program; Netchi Institute and Alcohol and Drug Information; Poundmaker's Lodge, Alcohol and Drug Abuse Treatment Centre, Recovery Acres Society - hospitals, health units, distress/crisis centres	Children of Alcohol (Recommended) Film/Videotape, 18 minutes. Lifestyle 2 (Basic) Student Text, p. 111. Teacher Resource Manual Chapter 3 - Theme IV.

CONTENT	LEARNING RESOURCES
- doctors, nurses, dietitians - Canadian Cancer Society - libraries - information referral services - police departments and R.C.M.P. - others	
11. LAWS AND REGULATIONS (**ELECTIVE**)	Teacher Resource Manual Chapter 3 - Theme IV.
a. Canada Food and Drug Directorate role: - manufacture of drugs - control of quality - examples	
b. Control of cigarette products, alcohol, other drug sales, and tax: - local by-laws - Provincial Government (e.g., A.L.C.B. - Alberta Liquor Control Board) - Federal Government (e.g., Food and Drug Act, Narcotics Control Act)	
c. Purpose of Drug Control Legislation: - prevent accidents - protect against misuse - ensure accurate advertising practices - control distribution	

TEACHING HUMAN SEXUALITY

Theme V: Human Sexuality is an optional theme.

Approval by the local Board of Education is required prior to teaching the human sexuality theme.

It is recognized that teaching human sexuality is a responsibility which the teacher shares with the home. Consequently, it is highly recommended that the following conditions be met before the theme is introduced:

- a parent information night to meet the teacher, and to review media and teaching concepts.

- parental permission sought for each child who will attend the class.

It is also recommended that the teacher:

- involve selected local community health or medical services personnel in the parent night.

- invite guest speakers well in advance, e.g., community health professionals, physician, or other trained personnel from the community.

- within the policy of the school board, encourage parents to visit the classroom whenever they wish.

- discuss lessons with another person to establish a feeling of comfort in using terms and concepts.

- decide (within the policy of the board) how students will be grouped for certain portions of this unit.

- mail a newsletter to parents outlining lesson concepts in order to stimulate student/parent discussions.

- consider diagrams only for reinforcing information received about the reproduction system (films, filmstrips, speakers) rather than for testing purposes.

- delineate clearly the instruction planned for students who opt out of Theme V.

Note: For assistance in planning for Theme V., refer to the Teacher Resource Manual. The manual provides background information on each of the topics, a glossary of terms, sample lesson plans and many suggested teaching strategies and approaches.

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme A: PUBERTY
Grade 8

GENERAL OBJECTIVE

1. Increased understanding and acceptance of the stages and levels of the physical and emotional/personal development that occurs during puberty.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Has an increased awareness that puberty is a growing process through which a person changes physically and emotionally.
2. Develops an awareness of the role of the endocrine system in the onset of puberty.
3. Develops an understanding that each individual develops uniquely.
4. Develops an understanding that the menstrual cycle including ovulation is a natural process and an integral part of human reproduction.
5. Has an increased awareness of how sperm cells are produced in and released from the body.
6. Develops an understanding of the effects that puberty has on relationships.

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme A: PUBERTY
Grade 8

CONTENT	LEARNING RESOURCES
1. PUBERTY Review: - puberty, growth, development - physical changes - age of onset for males and females - roles of pituitary gland and hormones	Teacher Resource Manual Chapter 5.
2. FUNCTIONS OF HORMONES a. Testosterone (male): - hormone produced by testes, responsible for development of primary, secondary sexual characteristics and changes in reproductive system b. Estrogen and progesterone: - hormones responsible for primary and secondary sexual characteristics and changes in reproductive system	Teacher Resource Manual Chapter 5.
3. PHYSICAL AND EMOTIONAL CHANGES a. Female: - review anatomy and physiology - breast development and function - widening of pelvic region - development of fatty tissue - menstruation, irregularities, cycle variations - ovulation	Teacher Resource Manual Chapter 5.

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme A: PUBERTY
Grade 8

CONTENT	LEARNING RESOURCES
b. Male: - review of anatomy and physiology - increase in size of all organs - increase in muscle tissue, strength (sometimes lack of coordination) - sperm production - erection: spontaneous, nocturnal emission, ejaculation c. Social/personal changes: - self-consciousness re: physical changes - greater interest in appearance of self and others - greater awareness of sexuality; attraction - conflict between sexual feelings and values - mood variation - attempt to establish sexual identity - period of restlessness/ lethargy - period of depression	

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme B: REPRODUCTION
Grade 8

GENERAL OBJECTIVE

The general objective in Grade 7 - Understanding the process of reproduction - is to be reviewed in Grade 8.

INSTRUCTIONAL OBJECTIVE	THE STUDENT
1.	Understands the process of reproduction from conception to birth.

Theme V: SEXUALITY
Sub-theme B: REPRODUCTION
Grade 8

CONTENT	LEARNING RESOURCES
1. SEXUAL INTERCOURSE AND CONCEPTION a. Define sexual intercourse b. Define conception (review): - sperm enters female during sexual intercourse or through sperm deposited near entrance of vagina - movement of sperm along reproductive tract to meet ovum - fertilization takes place in fallopian tubes - onset of menstruation if no fertilization	Teacher Resource Manual Chapter 5.
2. REPRODUCTION AND BIRTH a. Fetal development (review): - define: uterus, embryo, fetus, placenta, umbilical cord - implantation - role of amniotic sac and fluid b. Birth process (review): - labor and delivery - Caesarean section - breech birth - multiple birth; identical/ fraternal	Teacher Resource Manual Chapter 5.

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme C: DECISION-MAKING
Grade 8

GENERAL OBJECTIVES

1. Understanding the importance of respect and acceptance of self and others in relation to sexuality.

2. Awareness of the purpose and function of contraception.

3. Understanding the concepts of readiness and sexual expression.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Has an increased awareness of the importance of respect for self and others in relation to sexuality.

2. Has an increased awareness of the role that home, school, community and media play in the development of sexual attitudes.

3. Develops an appreciation of the demeaning effect that exploitation has on individuals.

4. Recognizes the difference between physical and social and social/ emotional maturity for reproduction.

5. Develops an awareness of the new responsibilities that are a part of sexual maturity.

6. Develops an awareness of the purpose and methods of contraception.

7. Examines attitudes and values in relation to the various aspects of sexuality.

8. Develops skills in assertive behavior.

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme C: DECISION-MAKING
Grade 8

CONTENT	LEARNING RESOURCES
1. RESPECT AND SEXUALITY Importance of respect for self and others: - self-respect makes it easier to set limit in choice of behavior - respect for others makes it less likely that exploitation will occur	Teacher Resource Manual Chapter 5.
2. EXTERNAL INFLUENCES ON SEXUAL ATTITUDES a. Home: - influence related to sex roles, sexual decision-making and values b. Media: - reflection of societal attitudes - may distort or magnify sexual behaviors c. Schools: - course presentation of sexuality information - students of various backgrounds sharing ideas - teacher attitudes and behaviors d. Peers e. Other	Teacher Resource Manual Chapter 5.

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme C: DECISION-MAKING
Grade 8

CONTENT	LEARNING RESOURCES
3. EXPLOITATION a. Define b. Examples: - media - sexual - career - peer - pornography - other c. Effects of exploitation: - treats others as being of less value - demeaning, lowers respect - may involve coercion - other	Teacher Resource Manual Chapter 5.
4. FORMS OF SEXUAL EXPRESSION (REVIEW) a. Description: - poetry, music, art, letters - kissing, holding hands, smiles, hugging - touching - sexual intercourse - masturbation: facts and myths b. Physical and social/personal maturity: - define	
5. AVOIDANCE OF PREGNANCY a. Purpose and function of contraceptive methods (in decreasing order of effectiveness): - abstinence - sterilization	Teacher Resource Manual Chapter 5.

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme C: DECISION-MAKING
Grade 8

CONTENT	LEARNING RESOURCES
- birth control pills - IUD (intrauterine device) - condom - diaphragm (with spermicide) - spermicidal foam, jelly, cream - withdrawal - fertility awareness - douche - chance (no method)	
b. Decision-making: - attitudes - myths and facts - reasons for use, misuse, non-use	
6. SEXUALLY TRANSMITTED DISEASES a. Definition, types b. Attitudes	Teacher Resource Manual Chapter 5.
7. DECISION-MAKING PROCESS a. Possible decisions: - to date or not to date - limits on sexual intimacy and with whom - reactions to differing sexual attitudes - marriage - family planning - passing values to children; instruction - other b. Decision-making model: (see p. 10)	Teacher Resource Manual Chapter 5.

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme C: DECISION-MAKING
Grade 8

CONTENT	LEARNING RESOURCES
c. Values and actions: - consistency - values are reflected in actions - if what is believed is in conflict with behaviors, feelings of guilt, lowered self-esteem may result - if congruent with values, self-esteem is increased	
8. ASSERTIVENESS a. Define assertiveness: - ability to stand up for oneself in a positive way, without harmful intentions - ability to say "no" without apology - goal is development of respect for one's own values and behaviors while avoiding aggressive behaviors towards others	Teacher Resource Manual Chapter 5.
b. Assertiveness and decision-making: - choosing appropriateness of behavior - saying "no" to sexual intimacy - asserting rights as a male or female employee - other	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 9

GENERAL OBJECTIVES

1. Understanding self-concept and its relationship to achievement.
2. Understanding the concept of interdependence.
3. Understanding the concepts of personality and personal responsibility.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Understands the relationship between self-concept and future achievement.
2. Has an awareness of the continuous interaction between self-acceptance and overall development.
3. Has an increased awareness of how others perceive him/her and how these perceptions affect self-concept.
4. Recognizes that individuals are interdependent with others in varying degrees according to his/her needs.
5. Has an increased awareness of how solitary time is positive for personal development.
6. Has an increased awareness that it is possible to change personal qualities.
7. Recognizes that instituting change in oneself is the sole responsibility of the individual.
8. Develops an understanding of strengths.
9. Defines basic values.
10. Explains the acquisition and assimilation of values, and recognizes that values which may change during the course of time, affect behavior and decision-making.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 9

OBJECTIVES THE STUDENT

11. Understands that each individual is unique and valuable.

12. Defines personality and recognizes the qualities which are part of one's personality.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 9

CONTENT	LEARNING RESOURCES
1. SELF-CONCEPT AND FUTURE ACHIEVEMENT a. Positive self-concept: - determines who we are, and also what we choose to become - increases self-confidence - increases willingness to accept new challenges - fosters positive regard for abilities - creates greater openness to a wide range of careers - develops attitudes for success b. Negative self-concept: - lowers self-confidence - makes one less willing to attempt new things - narrows the range of career possibilities - creates a pessimistic view of chances of success c. Factors of development that affect self-concept: - changes in physical, social/personal, and intellectual qualities and abilities - as a person develops, some changes will be easy to accept, others more difficult - the ability to accept oneself will likely also change throughout life	Knowing Yourself (Basic) Student Text, pp. 30-32. Lifestyle 3 (Basic) Student Text pp. 9-13. *Note: The following teacher resource accompanies the Basic text and can be referred to throughout the theme. *Lifestyle 3 Teacher's Guide (Recommended) Teacher Resource Manual (Junior High Health and Personal Life Skills) Chapter 4 - Theme I. Self-Concept: How I Know Who I Am, Part II (Recommended) Filmstrip Kit Me Power: Building Self-Confidence, Part II (Recommended) Filmstrip Kit What Do You Like About Yourself? Developing a Positive Self Concept! (Recommended) Teacher Resource
2. PERCEPTIONS OF OTHERS a. Effect of perceptions of others on self-concept: - less important than one's view of oneself	Lifestyle 2 (Basic) Student Text, pp. 10-11. Teacher Resource Manual Chapter 4 - Theme I.

CONTENT	LEARNING RESOURCES
- the more important the relationship, the more likely that the perception will have an impact - parents, siblings, grandparents, uncles, aunts, teachers, friends and peers all give feedback as to how much a person is respected, loved - perceptions provide either positive or negative support on existing feelings of self-worth b. Reasons for the differences: - values or beliefs of others - one's behavior around others - perceptions or biases of others	Handicapped People in Society: Ideas and Activities for Teachers (Supplementary) Teacher Resource
3. INTERDEPENDENCE **(ELECTIVE)** *This content allows the teacher an opportunity to extend the discussion of this topic should there appear to be teacher/student interest.* a. Define interdependence: - a situation in which people rely on each other for the mutual satisfaction of their needs b. Advantages of solitary time: - rest/relaxation - meditation/sort out thoughts - need for privacy	Knowing Yourself (Basic) Student Text, p. 39, 45. Lifestyle 3 (Basic) Student Text, pp. 15, 23-25. Teacher Resource Manual Chapter 4 - Theme I.

CONTENT	LEARNING RESOURCES
c. Difference between being alone and being lonely: - alone: by oneself, perhaps by choice; may be enjoyable, relaxing; a time to collect one's thoughts; may be positive or negative - loneliness: an emotion, usually negative; reflects a need for companionship or caring that is not being met; possible to be lonely even in the midst of a large group d. Factors that would affect the extent to which a person needs others: - age - economic conditions - health - personality - family background - self-concept - opportunity - other	
4. PERSONAL RESPONSIBILITY FOR CHANGE a. Qualities considered to be special strengths in people: - physical strengths: athletic abilities, working with one's hands, fitness, health, appearance, neatness - social/personal strengths: understanding, coping with feelings, happiness, friendliness, the ability to meet new people	Lifestyle 3 (Basic) Student Text, pp. 11-14. Teacher Resource Manual Chapter 4 - Theme I.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 9

CONTENT	LEARNING RESOURCES
- intellectual strengths: intelligence, creativity, talent, school achievement, decision-making skills - ethical/moral strengths: respectful, responsible, fair/just, tolerant, honest, kind, forgiving, committed to democratic ideals, loyal b. Areas of personal change: - careers - hobbies or interests - physical fitness - appearance - values, attitudes and behaviors - abilities and skills - self-concept c. Ways of changing: - increased education - changes in self-concept - influence of significant others - medical factors - changing family situation or lifestyle d. Influences of others: - positive examples - suggestions - helping to see alternatives - giving feedback on the changes taking place e. Personal responsibility for change: - change must be consistent with personal values if it is to be permanent - each individual has to handle the consequences of the changes	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 9

CONTENT	LEARNING RESOURCES
5. VALUES AND DECISION-MAKING a. What are values? - ideas or concepts that guide one's behavior and by which one attempts to live one's life - the basic relief system of a person or society, sometimes described in terms of right and wrong Characteristics such as those outlined on page 16 determine the value structure of our society. b. Factors which affect the acquisition and assimilation of values: - family beliefs and values - reinforcement of behaviors that reflect these values - religion - society and socialization of children - cultural or ethnic influence - observations of significant others - other c. Changes in values: - some values may remain relatively constant - some values may change due to internal or external factors - examples	Lifestyle 3 (Basic) Student Text, pp. 16-18. Knowing Yourself (Basic) Student Text, pp. 45-50. Teacher Resource Manual Chapter 4 - Theme I.

CONTENT	LEARNING RESOURCES
d. When making decisions, values affect: - selection of appropriate alternatives - the way one sees each of the alternatives - the final selection and the extent to which the ultimate choice is consistently followed and repeated - behaviors, since behavior is the concrete expression of values	
6. PERSONALITY **(ELECTIVE)** *This discussion of personality may be downplayed or emphasized, depending on the needs of the students.* a. Define personality: - a word which describes all those characteristics which make each person unique - personality may include: values, behaviors, emotions, relationship skills, and the perceptions of self and others b. Positive characteristics of personality: - caring - sense of humor - bravery - enthusiasm - independence - intelligence - generosity - wisdom	Knowing Yourself (Basic) Student Text, p. 26-30. Lifestyle 3 (Basic) Student Text, p. 13-14. Teacher Resource Manual Chapter 4 - Theme I.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 9

CONTENT	LEARNING RESOURCES

c. Define habits:
 	
- acquired or developed behaviors that occur so frequently and regularly that they have become virtually automatic
- examples:
  - doing up seatbelts
  - study habits
  - biting fingernails
  - reading the paper in a certain order
  - exercising daily
  - other	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme B: FEELINGS
Grade 9

GENERAL OBJECTIVES

1. Understanding the nature of feelings and the ways in which they are expressed.
2. Understanding the relationship between emotional and physical health.
3. Understanding the effects of emotional change and the nature of depression.
4. Understanding the facts and myths related to suicide.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Recognizes the importance of being sensitive to the feelings of others.
2. Understands relationship between physical and emotional health.
3. Understands the effects of the changing nature of emotions.
4. Recognizes the cyclical nature of depression and ways to cope with it.
5. Has an increased awareness concerning suicide and its behavioral clues.
6. Recognizes ways of preventing suicide and of assisting a person who may be contemplating suicide.
7. Understands the importance of developing flexible outlooks and behavior.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme B: FEELINGS
Grade 9

CONTENT	LEARNING RESOURCES
1. EXPRESSION OF FEELINGS (REVIEW) a. Define feelings: - natural reactions to events; reactions which are neither good nor bad but a part of one's personality b. Types of feelings c. Ways in which feelings are expressed	Lifestyle 3 (Basic) Student Text, pp. 19-21. Knowing Yourself (Basic) Student Text, pp. 32-38.
2. CHANGING EMOTIONS (REVIEW) a. Reasons for changes b. People affected by the changing nature of emotions	Lifestyle 3 (Basic) Student Text, pp. 27-28.
3. SENSITIVITY TO OTHERS (REVIEW) Importance of sensitivity to other people's feelings	Lifestyle 3 (Basic) Student Text, pp. 21-23.
4. EMOTIONAL AND PHYSICAL HEALTH (**ELECTIVE**) *This topic may be explored in lesser or greater detail depending on the interest level and needs of the students.* a. Relationship between emotional and physical health: - how one is feeling (depressed, happy, under stress, etc.) will have an impact on such things as appetite, interest in positive body image, grooming, preventive health practices	Knowing Yourself (Basic) Student Text, p. 34. Lifestyle 3 (Basic) Student Text, pp. 25-27.

CONTENT	LEARNING RESOURCES
b. Health problems related to emotional problems: - ulcers - migraines - indigestion - lack of sleep - insomnia - hypertension - addiction - poor eating habits ranging from skipping meals to anorexia/bulimia or obesity - other	
5. RECOGNIZING DEPRESSION (**ELECTIVE**) *This topic may be explored in lesser or greater detail depending on the interest level or needs of the students.* a. Define depression: - a disorder marked by sadness, a change in activity levels, dejection, and difficulties in concentration and decision-making - may range from a temporary state of extreme sadness to a chronic condition requiring medical attention b. Symptoms of depression: - unexplained aches and pains - feelings of hopelessness and helplessness - feelings of isolation and loneliness; major change in appetite - changes in sleep patterns	Lifestyle 3 (Basic) Student Text, pp. 30-33. Knowing Yourself (Basic) Student Text, pp. 38-41. Teacher Resource Manual Chapter 4 - Theme I.

CONTENT	LEARNING RESOURCES
- loss of interest in or curiosity about life - increased drug or alcohol use - series of tremendous mood swings - agitation or lethargy - other c. Dealing with depression: - use of local support groups and agencies - more awareness of the symptoms - use relaxation methods - seek medical advice and support - share concerns and feelings with family, friends	
6. SUICIDE (**ELECTIVE**) *Note to Teachers:* *Given the sensitive nature of this topic, the teacher needs to be well prepared for issues which may arise, including disclosure and requests for help. The teacher must be aware of assistance available from the home, school and community. The Teacher Resource Manual provides background information and approaches to this topic.*	Teacher Resource Manual Chapter 4 - Theme I. Knowing Yourself (Basic) Student Text, pp. 38-41. Lifestyle 3 (Basic) Student Text, pp. 34-38. Urgent Messages (Recommended) Film, 25 minutes. *Note: Given the sensitive nature of this film, teachers are advised to preview before use. Substantial pre- and post-discussion with students is strongly recommended. Parental preview/approval might also be considered.*

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme B: FEELINGS
Grade 9

CONTENT	LEARNING RESOURCES
a. Define suicide: - suicide is the intentional taking of one's own life (choosing self-death over self-life) b. Common myths about suicide: Definitions: myths are often used to stop another person from doing anything to help a potential victim; they limit our understanding of the truth - people who talk about it don't do it - only certain types of people commit suicide - people who attempt are just seeking attention - those who attempt clearly want to die - other c. Clues or signs in identifying possible suicides: - ongoing depression - recent loss (death in family, loss of job, injury, self-esteem) - previous attempts; family history of suicide - communication of intent verbally or non-verbally - sudden, often unexpected behavioral changes - giving away prized possessions; completing unfinished business - unwanted pregnancy	Suicide, The Warning Signs (Supplementary) Film, Teacher Resource, 24 minutes. *Note: This film is intended for use by teachers and parents as it provides useful background information. It is not recommended for use with students.*

CONTENT	LEARNING RESOURCES
d. Suicide intervention: - assist them in getting help from a support agency or counsellor - make them aware that you care about them and what happens to them - listen - be aware of potential signs/ symptoms - follow through on any promises of support - stay with the person or arrange for others to stay during the immediate crisis - eventually help them to see alternatives	
e. Long-range support: - a caring attitude - acceptance of the person - building self-esteem - greater knowledge of the symptoms of suicidal thought and depression - developing an awareness of support agencies - other	
7. FLEXIBLE OUTLOOKS AND BEHAVIORS	Lifestyle 3 (Basic) Student Text, pp. 38-40.
a. Importance of developing flexible outlooks and behaviors: - gives a greater variety of solutions to problems - situations and people around you are continually changing and developing (what worked in the past may need revision) - limited choices means limited opportunities to solve problems or to make decisions	Knowing Yourself (Basic) Student Text, pp. 35-37.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme B: FEELINGS
Grade 9

CONTENT	LEARNING RESOURCES
b. Define stress: - positive stress - negative stress c. Dealing with stress: **(Elective)** *This section may be covered in depth or be dealt with superficially, depending on need and/or interest.* - meditation - reading - hot baths - deep breathing - yoga - exercise - walking or running - listening to music - prayer - various relaxation methods - solving problems - communication	

Theme II: RELATING TO OTHERS
Sub-theme A: PEERS
Grade 9

GENERAL OBJECTIVE

1. Understanding developing relationships with the opposite sex and expectations that individuals have of these relationships.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Recognizes the importance of maintaining existing friendships.
2. Recognizes that new friendships may cause stress on existing friendships.
3. Identifies skills that promote authentic relationships.
4. Develops an awareness of the varied meanings and stages of love.
5. Recognizes dating as a social custom.
6. Recognizes the pros and cons of steady dating.
7. Appreciates the importance of good communication in relationships.
8. Recognizes personal responsibility in dating situations.

Theme II: RELATING TO OTHERS
Sub-theme A: PEERS
Grade 9

CONTENT	LEARNING RESOURCES
1. FRIENDSHIPS a. Relationships develop according to mutual needs, expectations and values b. Relationships change as individuals change c. Different qualities and reasons for friendships d. Skills that promote authentic relationships e. Importance of maintaining friendships along with dating	Being (Recommended) Film/ Videotape, 21 minutes.
2. DATING **(ELECTIVE)** *This topic could become a major focus if warranted by student/ teacher interest.* a. Social custom: - examine male/female roles and expectations now and in the past b. Steady dating: - advantages - date always available, status, emergency, intimacy - disadvantages - fewer opportunities to meet others, increased pressure for sexual activity	Lifestyle 3 (Basic) Student Text, pp. 41-54. *Note: The following teacher resource accompanies the Basic text and can be referred to throughout the theme. *Lifestyle 3 Teacher's Guide (Recommended) Knowing Yourself (Basic) Student Text, pp. 63-68. Teacher Resource Manual Chapter 4 - Theme II.

CONTENT	LEARNING RESOURCES
c. Communication: - assists individuals to relate to each other - effective communication of ideas, feelings and goals d. Appropriate behaviors: - taking responsibility for one's own behaviors and actions	
3. LOVE **(ELECTIVE)** *This topic could become a major focus if warranted by student/ teacher interest.* a. Many things to many people b. Complex of feelings, attitudes, and values c. Attachment, emotional inter-dependence, idealization, freedom of communication and action, sexual desire and physical attraction d. Types of love - infatuation, romantic love, parental love, sibling love, other	Knowing Yourself (Basic) Student Text, pp. 67-68. Lifestyle 3 (Basic) Student Text, pp. 50-52. Teacher Resource Manual Chapter 4 - Theme II.

Theme II: RELATING TO OTHERS
Sub-theme C: FAMILY
Grade 9

GENERAL OBJECTIVES

1. Appreciating that family members influence the lives of each other.
2. Understanding that families pass through a cycle of development and change.

OBJECTIVES THE STUDENT

1. Defines the family.
2. Understands the family structure.
3. Understands that the family has universal functions in meeting the needs of society and individual members.
4. Recognizes techniques for developing effective communication and problem-solving skills within families.
5. Identifies activities to enhance family relationships.
6. Identifies developmental tasks and needs associated with different life stages.
7. Has an increased awareness of coping skills for unexpected events in families.
8. Understands some of the feelings experienced by family members going through crisis.
9. Understands the changing nature of families.
10. Has an increased awareness of the problems associated with running away.

Theme II: RELATING TO OTHERS
Sub-theme C: FAMILY
Grade 9

CONTENT	LEARNING RESOURCES
1. STRUCTURE AND FUNCTION OF FAMILIES a. Description of family: (Review) Families in Alberta take many forms. The nuclear family of a married couple with children is the most common arrangement. The extended family including grandparents or other relatives continues to exist, although it is less prevalent than it was in earlier generations. Teachers must be aware that in today's society there are other types of family groupings as well. Although they may differ in structure from the traditional nuclear family, they have as their purposes the nurturing of the child, and provision for the physical, emotional and psychological security of the family members *Teachers should be aware of the variety of possible family structures and avoid presenting the nuclear family as the only family unit* b. Family roles and stereotypes: **(Elective)** *This concept may be explored in less or more depth, depending on the needs and/or interest of the students.* - actual roles - media influence and stereotyping	Knowing Yourself (Basic) Student Text, pp. 68-71. Lifestyle 3 (Basic) Student Text, pp. 55-58. Teacher Resource Manual Chapter 4 - Theme II.

Theme II: RELATING TO OTHERS
Sub-theme C: FAMILY
Grade 9

CONTENT	LEARNING RESOURCES
2. RELATIONSHIPS AMONG FAMILY MEMBERS a. Communication skills b. Problem-solving techniques c. Effect of one's behavior on other family members d. Ways to enhance family relationships: - special events - family councils - other	Knowing Yourself (Basic) Student Text, p. 78. Lifestyle 3 (Basic) Student Text, pp. 58-60. Teacher Resource Manual Chapter 4 - Theme II.
3. LIFE STAGES (**ELECTIVE**) *This concept may be explored in less or more depth, depending on the needs and/or interest of the students.* a. Individual and family life cycles: (Review) - infancy - childhood - adolescence - young adult - middle years - senior years b. Individual needs at different stages of the life cycle	Knowing Yourself (Basic) Student Text, p. 70. Lifestyle 3 (Basic) Student Text, p. 61.

Theme II: RELATING TO OTHERS
Sub-theme C: FAMILY
Grade 9

CONTENT	LEARNING RESOURCES
4. INFLUENCE OF UNEXPECTED EVENTS ON FAMILY a. Positive and negative situations: - job change - windfall/bankruptcy - relocation/loss of home - pregnancy - separation/divorce - illness and death - drug abuse - other b. Effects on family members: - positive/negative - grieving process: denial, anger, bargaining, acceptance c. Family as a support group: - financial - communication - offering assistance, being there 5. RUNNING AWAY a. Reasons that people (parents, children and adolescents) run away from home b. Possible consequences of running away c. Problem-solving techniques	Knowing Yourself (Basic) Student Text, pp. 73-78. Lifestyle 3 (Basic) Student Text, pp. 62-70.

Theme III: LIFE CAREERS
Sub-theme A: CAREER AWARENESS AND PREPARATION
Grade 9

GENERAL OBJECTIVES

1. Understanding occupational classifications.
2. Understanding the relationship between educational preparation and occupational choice.
3. Understanding the changing nature of male/female roles.
4. Understanding stereotyping and its effects on male/female roles.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Recognizes that occupations may be classified in different ways.
2. Recognizes that different occupations require different degrees and types of education.
3. Identifies a variety of occupational possibilities within various career fields.
4. Has an increased awareness of the changing nature of male/female roles.
5. Has an increased awareness of the concept of stereotyping and its limiting nature.

Theme III: LIFE CAREERS
Sub-theme A: CAREER AWARENESS AND PREPARATION
Grade 9

CONTENT	LEARNING RESOURCES
1. JOB CLASSIFICATIONS a. Canadian Classification and Dictionary of Occupations: - major groups	Knowing Yourself (Basic) Student Text, pp. 91-99. Lifestyle 3 (Basic) Student Text, pp. 71-75. *Note: The following teacher resource accompanies the Basic text and can be referred to throughout the theme. *Lifestyle 3 Teacher's Guide (Recommended) "Educators Information Kit": Ask Me How Series, Grade Nine (Supplementary) Teacher Resource
b. Classification criteria: - interests - educational levels - skills (e.g., computing, analyzing, working with people, using machines and tools, innovating) - working conditions - values - salaries - school subject - other	Lifestyle 3 (Basic) Student Text, pp. 76-85.
2. OCCUPATIONS AND EDUCATION/TRAINING REQUIREMENTS - high school - college - trade school - university - apprenticeship - other	Knowing Yourself (Basic) Student Text, pp. 101-102. Career Trends, Career Information for Students, 1985-86 (Supplementary) Teacher Resource Making Career Decisions ... A Step At A Time, Book Two (Recommended) Student Book, Chapters 8 and 9.
3. CAREER FIELDS AND OCCUPATIONAL OPTIONS	"Educators Information Kit": Ask Me How Series, Grade Nine (Supplementary) Teacher Resource

Theme III: LIFE CAREERS
Sub-theme A: CAREER AWARENESS AND PREPARATION
Grade 9

CONTENT	LEARNING RESOURCES
4. CHANGING NATURE OF MALE/FEMALE ROLES a. Traditional roles: - nature - rationale: historical, cultural, religious, economic, other b. Modern roles: - current trends	"What Will Tomorrow Bring?..." A Study of the Aspirations of Adolescent Women (Supplementary) Teacher Resource
5. STEREOTYPING a. Define stereotyping b. Types: - sex role stereotyping - racial - ethnic c. Stereotyping in the workplace d. Influence on stereotyping: - family - school - media - peers - culture - personal experience - other e. Liriting nature of sex role stereotypes: - perceived vs actual differences - occupational opportunities - wage/salaries - sexual harassment	Words on Work: An Integrated Approach to Language and Work (Supplementary) Teacher Resource Knowing Yourself (Basic) Student Text, p. 100. Teacher Resource Manual Chapter 4 - Theme III.

Theme III: LIFE CAREERS
Sub-theme A: CAREER AWARENESS AND PREPARATION
Grade 9

CONTENT	LEARNING RESOURCES
f. Role alternatives: - ways to avoid stereotypes - importance of choosing roles freely - feelings associated with traditional and non-traditional roles	

Theme III: LIFE CAREERS
Sub-theme B: CAREER PLANNING
Grade 9

GENERAL OBJECTIVE

1. Appreciating the importance of continuing educational and vocational planning from an early age.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Differentiates among abilities, attitudes, aptitudes, temperaments, needs and values.

2. Recognizes the need for continuous re-appraisal concerning interests, abilities, aptitudes, attitudes, temperaments, needs and values in relation to career planning.

3. Explores and tests interests and aptitudes in relation to occupational planning and leisure activities.

4. Understands the relationships between individual characteristics and career selection and satisfaction.

5. Understands the importance of organizing self-appraisal information into categories of strengths and uniqueness as an aid to career planning.

6. Understands that planning and delayed gratification are integral components of maturation and the career planning process.

7. Develops a knowledge of credits, high school courses, and diploma requirements.

8. Recognizes the importance of maintaining all possible options in educational and vocational planning.

9. Identifies high school preparations programs related to occupational clusters of interest to them.

Theme III: LIFE CAREERS
Sub-theme B: CAREER PLANNING
Grade 9

CONTENT	LEARNING RESOURCES
1. INDIVIDUAL CHARACTERISTICS a. Interests: - people - data - things - ideas b. Abilities: - general learning ability - verbal/numerical ability - perception - coordination - dexterity c. Aptitudes: - general - verbal/numerical - perception - coordination - dexterity d. Attitudes: - positive or negative - towards people, ideas, things, data, new experiences e. Temperaments: - definition: nature of personality as it relates to work - towards change, isolation, influencing people f. Needs: - definition: requirements for career development and personal satisfaction	Knowing Yourself (Basic) Student Text, pp. 94-95. Lifestyle 3 (Basic) Student Text, pp. 72-73. Making Career Decisions ... A Step At A Time, Book Two (Recommended) Student Book

CONTENT	LEARNING RESOURCES
- self-fulfillment - job satisfaction - financial - worth to society g. Values: - definition - impact on career planning	
2. NEED FOR CONTINUOUS APPRAISAL a. Changes from birth to present b. Possible future changes c. Effects of new learning and experience	Knowing Yourself (Basic) Student Text, pp. 96-99. Lifestyle 3 (Basic) Student Text, p. 74.
3. PERSONAL EXPLORATION a. Abilities b. Aptitudes c. Interests d. Other	Lifestyle 3 (Basic) Student Text, pp. 74-75. Knowing Yourself (Basic) Student Text, pp. 94-95.
4. PERSONAL ATTRIBUTES AND OCCUPATIONAL OPTIONS	Lifestyle 3 (Basic) Student Text, pp. 85-94.
5. INDIVIDUAL PROFILE OF STRENGTHS AND UNIQUENESSES a. Abilities b. Aptitudes c. Interests d. Values	VIESA (Vocational Interest, Experience and Skill Assessment), Level I, Canadian Edition (Recommended) Teacher Resource

Theme III: LIFE CAREERS
Sub-theme B: CAREER PLANNING
Grade 9

CONTENT	LEARNING RESOURCES
6. PLANNING a. Long range plans b. Short range plans c. Importance of planning: - consistency between values and decisions factions - feeling of control over life - more able to handle consequences d. Delaying choices and activities: - advantages - disadvantages	Knowing Yourself (Basic) Student Text, pp. 101-108. Lifestyle 3 (Basic) Student Text, p. 87. Teacher Resource Manual Chapter 4 - Theme III.
7. HIGH SCHOOL a. Junior high achievement and high school course selection b. Credit system c. Diploma types: - requirements d. High school programs - technical/vocational - business education - fine arts - academic	Career Trends, Career Information for Students, 1985-86 (Supplementary) Teacher Resource Teacher Resource Manual Chapter 4 - Theme III.

Theme III: LIFE CAREERS
Sub-theme B: CAREER PLANNING
Grade 9

CONTENT	LEARNING RESOURCES
8. COURSES AND CAREERS a. Relationship between high school courses and careers b. Examples of occupational clusters related to specific courses c. Variety of occupations in a particular cluster; e.g., law - lawyer, judge, police officer, court reporter, court clerk, legal secretary	I Want To Be An Engineer (Recommended) Film/Videotape, 28 minutes. "What Will Tomorrow Bring?..." A Study of the Aspirations of Adolescent Women (Supplementary) Teacher Resource Lifestyle 3 (Basic) Student Text, pp. 76-79.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme C: PHYSICAL FITNESS
Grade 9

GENERAL OBJECTIVE

1. Understanding the importance of balanced fitness programs for optimum health throughout life.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Recognizes the relative importance of physical fitness to overall health.
2. Identifies the fitness benefits of sports and recreation.
3. Recognizes the importance of physical fitness throughout life.
4. Understands the importance of planning, following and evaluating physical fitness.
5. Recognizes that exercise, nutrition, rest and sleep influence physical fitness.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme C: PHYSICAL FITNESS
Grade 9

CONTENT	LEARNING RESOURCES
1. PHYSICAL FITNESS a. Characteristics of a physically fit person: - good posture - eats balanced diets - is mentally alert - enjoys activities and relating to others - trim and healthy appearance - has self-confidence - positive attitude - muscular flexibility - cardiovascular fitness - other b. Benefits of being "physically fit": - self-confidence - healthy body systems - positive self-image - mentally alert - trim and healthy appearance - other c. Ways to enhance "physical fitness" - in school - out of school	Knowing Yourself (Basic) Student Text, pp. 111-121. Lifestyle 3 (Basic) Student Text, pp. 95-120. *Note: The following teacher resource accompanies the Basic text and can be referred to throughout the theme. *Lifestyle 3 Teacher's Guide (Recommended) Teacher Resource Manual Chapter 4 - Theme IV.
2. IMPORTANCE OF BEING PHYSICALLY FIT THROUGHOUT LIFE a. Life cycle stages: - infancy - childhood - adolescence - young adult - middle years - senior years	Knowing Yourself (Basic) Student Text, p. 128. Lifestyle 3 (Basic) Student Text, pp. 114-115, 123. Teacher Resource Manual Chapter 4 - Theme IV.

CONTENT	LEARNING RESOURCES
b. Activities for which physical fitness is desirable: - working - athletic pursuits (training) - driving	
3. IMPLEMENTING INDIVIDUAL PHYSICAL FITNESS PROGRAMS - evaluate own state of physical fitness - set short-term and long-term goals - implement program - financial considerations/ convenience	Knowing Yourself (Basic) Student Text, pp. 122-127. Lifestyle 3 (Basic) Student Text, pp. 121-123. Teacher Resource Manual Chapter 4 - Theme IV.
4. OTHER INFLUENCES ON PHYSICAL FITNESS a. Regular rest and sleep habits influence the physical fitness level of an adolescent b. Effects of regular exercise on rest and sleep habits: - reduces tension - promotes relaxation - promotes sleep - allows for optimum mental and physical efficiency	Lifestyle 3 (Basic) Student Text, p. 123.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme H: HEALTH CARE PRODUCTS AND SERVICES
Grade 9

GENERAL OBJECTIVE

1. Ability to select wisely and use responsibly health care products/services appropriate to the health needs of the individual.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Assesses and determines when health care products/services are required.
2. Identifies and uses information from reliable sources to select the required product/service.
3. Uses the product/service appropriately to enhance health.
4. Recognizes the use/abuse of cosmetic treatment.
5. Monitors the effectiveness of a given product/service and takes appropriate corrective action.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme H: HEALTH CARE PRODUCTS AND SERVICES
Grade 9

CONTENT	LEARNING RESOURCES
1. DETERMINING HEALTH NEEDS a. Individual health assessment: - periodic medical checkups - regular dental checkups - self-examination, e.g., breasts, testicles, moles, skin blemishes b. Influences on determining health needs: - media influence - peer influence; e.g., wake-up pills, cosmetics - wellness, health enhancement movement; e.g., Participaction, Break Free Promotion - special activities requirements; e.g., sports: mouthguard, helmet work: steel-toed boots, hard hat	Knowing Yourself (Basic) Student Text, pp. 143-145. Lifestyle 3 (Basic) Student Text, pp. 125-133.
2. HEALTH CARE PRODUCTS - prescription drugs - over-the-counter drugs - first-aid supplies - grooming aids - hygiene products - prosthetic supplies	Knowing Yourself (Basic) Student Text, pp. 157-164. Lifestyle 3 (Basic) Student Text, pp. 126-127 and 136-138. Over the Counter Drugs: Smooth Talk and Small Print (Recommended) Film/Videotape, 22 minutes.
3. HEALTH CARE SERVICES a. Health care personnel: - preventive - paramedical - medical - dental - pharmaceutical - mental health	Knowing Yourself (Basic) Student Text, pp. 146-154. Lifestyle 3 (Basic) Student Text, pp. 128-131.

CONTENT	LEARNING RESOURCES
b. Nature of services: - community health - hospital - extended care facility - emergency - self-help - volunteer - other	
4. INFORMATION SOURCES a. Products: - media - product labels - assessment reports; i.e., Consumer Reports - compendium of drug information (for professional use) - health consumer literature - health professionals and paraprofessionals - provincial government . Community Health Division . Consumer and Corporate Affairs . Occupational Health and Safety - federal government . Health Services and Promotion Branch - Poison Control Centres - other	Lifestyle 3 (Basic) Student Text, pp. 133-134.
b. Services: - professional recommendations - professional associations/ organizations - consumer rights groups - government departments - Better Business Bureau - other	

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme H: HEALTH CARE PRODUCTS AND SERVICES
Grade 9

CONTENT	LEARNING RESOURCES
5. COSMETIC TREATMENT (ELECTIVE) *The next three sections on Cosmetic Treatment, Effective Use of Health Care Products/Services, and Evaluation of Products and Services may be pursued to a degree that meets the needs of individuals and the group.* a. Values regarding use: - historical - current - cultural b. Considerations regarding use: - social values . positive . negative - skin sensitivity - infection - cost factor c. Reasons for use: - maintaining natural appearance - enhancing features - aesthetic reasons - fad/fashion	Teacher Resource Manual Chapter 4 - Theme IV.
6. EFFECTIVE USE OF HEALTH CARE PRODUCTS/SERVICES (ELECTIVE) a. Use and abuse b. Skills of a good health consumer: - commitment to good health practices - inquiry skills - awareness of patient consumer right - importance of monitoring and feedback	Knowing Yourself (Basic) Student Text, pp. 157-167. Lifestyle 3 (Basic) Student Text, pp. 125-126. Teacher Resource Manual Chapter 4 - Theme IV.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme H: HEALTH CARE PRODUCTS AND SERVICES
Grade 9

CONTENT	LEARNING RESOURCES
7. EVALUATION OF HEALTH CARE PRODUCTS/ SERVICES (ELECTIVE) a. Monitoring effectiveness b. Appropriate corrective actions: - professional consultation - Alberta Consumer and Corporate Affairs - Occupational Health and Safety - other appropriate government and professional bodies - effective complaint procedures	

TEACHING HUMAN SEXUALITY

Theme V: Human Sexuality is an optional theme.

Approval by the local Board of Education is required prior to teaching the human sexuality theme.

It is recognized that teaching human sexuality is a responsibility which the teacher shares with the home. Consequently, it is highly recommended that the following conditions be met before the theme is introduced:

- a parent information night to meet the teacher, and to review media and teaching concepts.

- parental permission sought for each child who will attend the class.

It is also recommended that the teacher:

- involve selected local community health or medical services personnel in the parent night.

- invite guest speakers well in advance; e.g., community health professionals, physician, or other trained personnel from the community.

- within the policy of the school board, encourage parents to visit the classroom whenever they wish.

- discuss lessons with another person to establish a feeling of comfort in using terms and concepts.

- decide (within the policy of the board) how students will be grouped for certain portions of this unit.

- mail a newsletter to parents outlining lesson concepts in order to stimulate student/parent discussions.

- consider diagrams only for reinforcing information received about the reproduction system (films, filmstrips, speakers) rather than for testing purposes.

- delineate clearly the instruction planned for students who opt out of Theme V.

Note: **For assistance in planning for Theme V., refer to the <u>Teacher Resource Manual</u>. The manual provides background information on each of the topics, a glossary of terms, sample lesson plans and many suggested teaching strategies and approaches.**

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme A: PUBERTY
Grade 9

GENERAL OBJECTIVE

The general objective in Grade 8 - Increased understanding and acceptance of the stages and levels of the physical and emotional/personal development that occurs during puberty - may be reviewed if needed.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Has an increased awareness of puberty as a physical and emotional growing process.

2. Develops awareness that each individual grows according to a unique sequence and timeline.

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme A: PUBERTY
Grade 9

CONTENT	LEARNING RESOURCES
1. PUBERTY *As this topic has been covered extensively prior to Grade 9, teachers may have no reason to cover it again. However, if there are individuals within the class who require further information, the teacher should meet these needs.* a. Major physical and social/ personal changes b. Primary and secondary male and female characteristics c. Uniqueness of development	Teacher Resource Manual Chapter 5.

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme B: REPRODUCTION
Grade 9

GENERAL OBJECTIVE

The general objective in Grades 7 - Understanding the process of reproduction - is to be reviewed in Grades 9 and 9.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Understands the process of reproduction from conception to birth.
2. Develops an awareness of good health practices related to pregnancy.

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme B: REPRODUCTION
Grade 9

CONTENT	LEARNING RESOURCES
1. PREGNANCY AND HEALTH a. Review: - sexual intercourse - conception - fetal development - birth b. Health precautions: - nutrition and exercise - prenatal care - effects of alcohol, smoking and drugs - illness, rubella, STD's, other - rest 2. CLIMACTERIC AND MENOPAUSE a. Define climacteric: - physical, emotional, hormonal, social b. Define menopause: - physical, emotional, hormonal, social	Teacher Resource Manual Chapter 5.

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme C: DECISION-MAKING
Grade 9

GENERAL OBJECTIVES

1. Understanding the special decisions and concerns related to teenage pregnancy.

2. Understanding the special decisions and information related to birth control.

3. Understanding the special decisions and information related to sexually transmitted diseases.

INSTRUCTIONAL OBJECTIVES THE STUDENT

1. Recognizes the difference between physical and social-emotional maturity and reproduction.

2. Develops an awareness of the responsibilities associated with sexual maturity.

3. Develops an acceptance of self and others as sexual beings.

4. Develops an awareness of contraception and its purposes.

5. Develops an increased awareness of the decisions related to teenage pregnancy.

6. Has an increased awareness of the nature of sexually transmitted diseases, their mode of transmission, detection and treatment.

7. Considers attitudes towards sexually transmitted diseases.

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme C: DECISION-MAKING
Grade 9

CONTENT	LEARNING RESOURCES
1. FORMS OF SEXUAL EXPRESSION a. Forms: (Review) - poetry, music, art, letters - kissing, holding hands, smiles, hugging - touching - sexual intercourse - masturbation: facts and myths b. Physical, social/personal, ethical/moral, maturity: - individual differences - physical maturity: organs of reproduction - social/personal maturity: relates to ability to handle emotional and relationship consequences c. Appropriate behavior: - shared personal responsibility - handling peer pressure - right to say "no" - public vs private behavior d. Categories: - celibacy - heterosexuality - homosexuality - bisexuality	Teacher Resource Manual Chapter 5.
2. CONTRACEPTION a. Define	Teacher Resource Manual Chapter 5.

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme C: DECISION-MAKING
Grade 9

CONTENT	LEARNING RESOURCES
b. Advantages and disadvantages of methods (in decreasing order of effectiveness): - abstinence - sterilization - birth control pills - IUD (intrauterine device) - condom - diaphragm (with spermicide) - spermicidal foam, jelly, cream - withdrawal - fertility awareness - douche - chance (no method)	
c. Determinants of use, non-use or abuse: - lack of information - embarrassment - lack of facilities for information - denial of personal vulnerability and responsibility - use of inadequate methods - desire to get pregnant - other	
3. TEENAGE PREGNANCY a. Factors leading to: - lack of information - failure to use effective contraception - increased sexual activity among younger persons - choice to become pregnant - want someone to love - loss of significant family member - other	Teacher Resource Manual Chapter 5.

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme C: DECISION-MAKING
Grade 9

CONTENT	LEARNING RESOURCES
b. Consequences for both male and female: - legal - educational - financial - social/personal - familial - relationship - medical risks - other c. Options: - surrender for adoption - marriage - single parenting - aunt/uncle support - grandparent support - abortion - other d. Child care responsibilities: - financial, basic needs - social/personal-care and nurturing - educational - other 4. SEXUALLY TRANSMITTED DISEASES a. Define sexually transmitted disease: - any disease whose primary mode of transmission is through some form of sexual contact - other forms of transmission may be possible in some cases, i.e., AIDS - replace term 'venereal disease'	Teacher Resource Manual Chapter 5.

(Optional) THEME V: HUMAN SEXUALITY
Sub-theme C: DECISION-MAKING
Grade 9

CONTENT	LEARNING RESOURCES
b. Types of sexually transmitted disease: - clamydia trachomatis (NGU) - syphilis - gonorrhea - herpes simplex II - pubic lice - AIDS - other c. Symptoms and treatments: - facts regarding transmission - common symptoms of each type - long and short range effects and dangers - basic treatment information - possible difficulties of noticing symptoms in females; more common female types of STD's d. Attitudes towards sexually transmitted disease: - myths - medical vs moral overtones	
5. REFERRAL AGENCIES AND RESOURCES a. Reproductive Health Professionals b. Sexually Transmitted Disease Clinics c. Health Unit	Teacher Resource Manual Chapter 5.

APPENDIX A

SUPPLEMENTARY Learning Resources

The following 13 learning resources, which have been authorized as SUPPLEMENTARY learning resources, include two student books, seven teacher resources, three filmstrip kits, and one film. They are listed by grade and theme, and are cross-referenced when used in more than one grade.

Grade 7 - Theme I.

Handicapped People in Society: Ideas and Activities for Teachers. Ross, Ruth-Ellen K. Morristown, New Jersey: G.L.C./Silver Burdett, 1981. (Teacher Resource) **Note:** Also used for Grade 9 - Theme I.

Skills for Adolescence. Carroll, Susan (Program Director). Columbus, Ohio: The Quest National Center and Lions Clubs International, 1985. Distributed by Lions Club. (Kit)
Note: Also used for Grade 7 - Themes II and IV, and Grade 8 - Theme II.

Grade 7 - Theme II.

Skills for Adolescence. Carroll, Susan (Program Director). Columbus, Ohio: The Quest National Center and Lions Clubs International, 1985. Distributed by Lions Club. (Kit)
Note: Also used for Grade 7 - Themes I and IV, and Grade 8 - Theme II.

Grade 7 - Theme III.

Career Trends, Career Information for Students, 1985-86. Starr, Donna (Compiler and Editor). Calgary: Calgary Board of Education, 1985. (Teacher Resource)
Note: Also used for Grade 8 - Theme III and Grade 9 - Theme III.

"Educators Information Kit": Ask Me How Series, Grade Seven, Grade Eight, Grade Nine. (Free) Edmonton: Alberta Education, 1985. Available from Learning Resources Distributing Centre; order in writing - three books, one for each grade. (Teacher Resource)
Note: Also used for Grade 8 - Theme III and Grade 9 - Theme III.

Words on Work: An Integrated Approach to Language and Work. Nemiroff, S. et al. Toronto: Globe/Modern Curriculum Press, 1981. (Teacher Resource)
Note: Also used for Grade 8 - Theme III and Grade 9 - Theme III.

Grade 7 - Theme IV.

Emergency First Aid: Safety Oriented, Second Canadian Edition. Ottawa: St. John Ambulance, 1984. (Teacher Resource)
Note: Also used for Grade 8 - Theme IV.

The Kit: A Guide to Decision Making and Health for Grades 7 to 8, Revised. (Free) Toronto: Canadian Cancer Society, 1980. (Kit)
Note: Also used for Grade 8 - Theme IV.

Skills for Adolescence. Carroll, Susan (Program Director). Columbus, Ohio: The Quest National Center and Lions Clubs International, 1985. Distributed by Lions Club. (Kit)
Note: Also used for Grade 7 - Themes I and II, and Grade 8 - Theme II.

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Grade 8 - Theme I.

The Gentle Art of Saying No: Principles of Assertiveness. Pleasantville, New York: Sunburst Communications, 1979. Distributed by International Telefilm Enterprises. (Filmstrip Kit)

"What Will Tomorrow Bring?..." A Study of the Aspirations of Adolescent Women. Baker, Maureen. Ottawa: Canadian Advisory Council on the Status of Women, 1985. (Teacher Resource)
Note: Also used for Grade 9 - Theme III.

Grade 8 - Theme II.

Skills for Adolescence. Carroll, Susan (Program Director). Columbus, Ohio: The Quest National Center and Lions Clubs International, 1985. Distributed by Lions Club. (Kit)
Note: Also used for Grade 7 - Themes I, II, IV.

Grade 8 - Theme III.

Career Trends, Career Information for Students, 1985-86. Starr, Donna (Compiler and Editor). Calgary, Calgary Board of Education, 1985. (Teacher Resource)
Note: Also used for Grade 7 - Theme III and Grade 9 - Theme III.

"Educators Information Kit": Ask Me How Series, Grade Seven, Grade Eight, Grade Nine. (Free) Edmonton: Alberta Education, 1985. Available from Learning Resources Distributing Centre; order in writing - three books, one for each grade. (Teacher Resource)
Note: Also used for Grade 7 - Theme III and Grade 9 - Theme III.

Grade 8 - Theme III. (continued)

Words on Work: An Integrated Approach to Language and Work. Nemiroff, S. et al. Toronto: Globe/Modern Curriculum Press, 1981. (Teacher Resource)
Note: Also used for Grade 7 - Theme III and Grade 9 - Theme III.

Grade 8 - Theme IV.

Canada's Food Guide Handbook, Revised. (Free) Ottawa: Health and Welfare Canada, 1986. (Student and Teacher Resource)

Emergency First Aid: Safety Oriented, Second Canadian Edition. Ottawa: St. John Ambulance, 1984. (Teacher Resource)
Note: Also used for Grade 7 - Theme IV.

Highway Traffic Act, Revised Statutes of Alberta 1980, Chapter H-7 with Amendments June 1983, Consolidated May 1984. Edmonton: Queen's Printer, 1984. Includes content pertaining to the conduct of pedestrians and vehicular movement. (Student and Teacher Resource)

The Kit: A Guide to Decision Making and Health for Grades 7 to 8, Revised. (Free) Toronto: Canadian Cancer Society, 1980. (Kit)
Note: Also used for Grade 7 - Theme IV.

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Grade 9 - Theme I.

Handicapped People in Society: Ideas and Activities for Teachers. Ross, Ruth-Ellen K. Morristown, New Jersey: G.L.C./Silver Burdett, 1981. (Teacher Resource)
Note: Also used for Grade 7 - Theme I.

Suicide, The Warning Signs. Centron Films, 1982. Distributed by Coronet Films, Toronto. Available on loan from the Suicide Information and Education Centre in Calgary. (16mm Film - 24 minutes; Teacher Resource)
Note: This film is intended for use by teachers and parents as it provides useful background information. It is not recommended for use with students.

Grade 9 - Theme III.

Career Trends, Career Information for Students, 1985-86. Starr, Donna (Compilor and Editor). Calgary: Calgary Board of Education, 1985. (Teacher Resource)
Note: Also used for Grade 7 - Theme III and Grade 8 - Theme III.

Grade 9 - Theme III. (continued)

"Educators Information Kit": Ask Me How Series, Grade Seven, Grade Eight, Grade Nine. (Free) Edmonton: Alberta Education, 1985. Available from Learning Resources Distributing Centre; order in writing - three books, one for each grade. (Teacher Resource)
Note: Also used for Grade 7 - Theme III and Grade 8 - Theme III.

"What Will Tomorrow Bring?..." A Study of the Aspirations of Adolescent Women. Baker, Maureen. Ottawa: Canadian Advisory Council on the Status of Women, 1985. (Teacher Resource)
Note: Also used for Grade 8 - Theme I.

Words on Work: An Integrated Approach to Language and Work. Nemiroff, S. et. al. Toronto: Globe/Modern Curriculum Press, 1981. (Teacher Resource)
Note: Also used for Grade 7 - Theme III and Grade 8 - Theme III.